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ABSTRACT

In an effort to inform teacher development efforts, a study was conducted to identify and describe the factors involved in making the transition from "other" professional occupations to employment as community college teachers and transforming professional skills into effective teaching practices. The study focused on one female and two male full-time community college teachers without credentials but with a minimum of 3 years teaching experience. In-depth interviews were conducted in which participants were asked to narrate the circumstances surrounding their transition, and the subjects were later permitted to review the transcripts for accuracy and completeness. Results of the study included the following: (1) participants exhibited partial correspondence to existing research on career changers, citing the desire for personal growth/development and life crises within the previous two years as factors in the change; (2) two of the subjects indicated that they would definitely repeat the same career change, while the third expressed uncertainty; (3) both proactive and reactive strategies were employed to manage the strain associated with such career changes; and (4) the individuals relied on zones of stability provided by accurate anticipation of difficult situations and other professional competencies around which change could take place. Interview questions and transcripts are included. (MAB)

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Transition:

On Becoming a Community College Teacher

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Submitted in partial fulfillment
of the requirements for the degree of
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ABSTRACT

This study examined the circumstances surrounding the transition from "other" professional to full-time teacher in an Ontario community college as might provide the basis for teacher development.

In-depth interviews were conducted with three teachers from one college in 1991. Starting with the career change decision, each individual reflected upon his or her career and spoke from a personal perspective of the conditions, facts, events or influences involved in the transition to teacher.

Key word and key phrase analysis elicited a taxonomy of factors which formed a basis for comparison between and among the participants. Research on career change and career changers, career development (especially of teachers), transitions, and personal development provided the theoretical framework.

Although the conclusions suggested common threads in the transition, it was apparent that the individual stories and their meanings were unique. A model for community college professional development was proposed which acknowledged the individuality of the process.

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CHAPTER ONE: THE PROBLEM

Introduction

This study investigates the circumstances surrounding the transition of individuals from occupations directly related to their qualifications to that of community college teacher.

Because most college faculty are hired for occupation-specific skills, knowledge and experience (Davis, 1965; Falconer, 1989) and teaching credentials are not required, questions may be raised about the career change transition. Using as a starting point the career change decision, this study explores conditions, facts, events and influences surrounding the transformation for a small number of teachers in one community college.

Background of the Problem

In Ontario, community college faculty are hired from careers in the public or private sectors with career-specific knowledge, skills and experience which are valued by the community college employer. Although academic and professional credentials or designations relevant to the career may be required, those relevant to teaching are not. With some support from the institution, teaching expertise is expected and assumed to develop with practice on the job.

By determining the circumstances surrounding the transition from "other" professional to community college

teacher, it may be feasible to identify and remedy problems which could arise for the teacher, students and institution during the transition.

Statement of the Problem

The problem was to identify and describe the factors or sets of factors involved in the transition to community college teacher as might provide the basis for teacher development.

Should experiences and processes be discernible and understandable in transforming professional skills into effective teaching practices, the problem could be extended to developing a model of teacher adaptation. Such a model could be used to help faculty through the transition from "other" professional to community college teacher.

Purpose of the Study

The purpose of the study was to develop a factor-based model for teacher adaptation for community college faculty which was sensitive to, and facilitated and promoted, effective transitions in personal and professional development.

Questions to be Answered/Objectives to be Investigated

Several underlying problems were addressed including:

1. Could faculty members talk about the circumstances

involved in becoming community college teachers, make sense of them, and share them with the researcher?

2. Were there identifiable factors or sets of factors which accounted for the transformation from "other" professional to community college teacher? How were these conditions, events, facts or influences characterized? Were some more important than others?

3. How might the circumstances involved in the transformation be used to develop a representative taxonomy of factors held in common and which could be used to distinguish between and among groups of community college professors?

4. How might a taxonomy of adaptation factors which accounted for the transformation be used to construct a model for community college faculty?

5. How might the model be used and implemented to understand, facilitate and promote effective transitions in personal and professional development?

Rationale

Research specific to career change and development, observations about Ontario community colleges, and reflection on personal experience supported the need for and feasibility of the study.

A literature review revealed research on career choice, career change and changers, transition (including transition to teaching), career cycle of teachers and personal development, but it rarely touched the Canadian or Ontario community college scene.

In Ontario, community college education was predicated on preparing and training youth and adults for the job market. Hence, the possession of occupation-specific, technical and specialized skills and knowledge, including practical experience gained on the job, were of prime importance and relevant determinants in selecting qualified individuals to teach professional subjects (Davis, 1965). It was not a requirement to have a degree, certificate or any other sort of credential in education or adult education to teach in these institutions (Falconer, 1989). It was not even a requirement to attain one after being hired. Limitations inherent in such hiring practices raised questions about personal and professional development. If the career switch involved significant knowledge, skill and expertise deficits in the area of education, it was conceivable that personal and professional adaptations, or lack of them, could compromise the transition. Should faculty be unsuccessful in making the transition this, presumably, could affect the quality of education and student success, among other things. Hence, transition to full-time community college teacher had implications for the

students and the community college institution as a whole.

Personal experience in using reflection and developmental mapping (Falconer, 1990) suggested it was possible to articulate personal and professional developments in becoming a community college teacher. Developmental theory suggested various mechanisms for this development.

Thus, a study of the circumstances surrounding the transition from "other" professional to full-time community college teacher in Ontario could be a useful contribution to the literature on career choice, change and transition, as well as on career/personal development.

Theoretical Framework

A number of theoretical areas were brought together in considering the problem including career choice, change and development theories, transition, and personal development theories. The intention was to generate greater understanding of the transformation from "other" professional to community college teacher.

Importance of the Study

If factors or sets of factors characterizing the transition to teacher were identifiable and used to develop an adaptation model, the study would be relevant for the entire community college system with direct implications for

the individuals and, indirectly, the students and community college institutions. For example, a model of faculty adaptation which resulted in increased cognitive awareness and identification of tasks and processes to ease the transition from "other" professional to community college teacher could assist in planning and implementing individualized faculty development plans which would directly benefit new faculty. If a model enhanced short-term and long-term job effectiveness, efficiency and satisfaction, benefits would accrue to the individual, the institution and its students as a whole. A model might also suggest reasons and other development initiatives for those professors who never made the transition from "other" professional to teacher. While no causal link between student attrition and lack of teacher training could be implied in a study such as this, a relationship could be argued to exist. This could have significant implications in areas such as quality of education, student success, program and institutional excellence, and funding.

Furthermore, this study is an attempt to contribute to growth of developmental theory, and to suggest other avenues for future investigation in adult development, career decisions and changes, career development, self-concept, work transition and role acquisition (role taking) within the Ontario community college setting.

Scope and Delimitations of the Study

Since no single theory could hope to explain the transition and development of the individual or group of individuals in its entirety, a multi-theoretical approach was used to provide different perspectives, and achieve better understanding of the circumstances surrounding the transition from "other" professional to community college teacher. These theories were grounded in sociology and psychology.

In addition, the focus of the inquiry was limited to those circumstances surrounding the transition to community college teacher. Events prior to that time, while possibly important to individual development, were ignored.

Outline of Remainder of the Document

Chapter Two reviews related literature. It is divided into a number of segments which deal with career change and career development or career cycle, transition, and theories of development.

Chapter Three outlines the theoretical support and rationale for the research method, briefly describes the pilot study, and elaborates the particulars for the study design, data collection and analysis. Methodological assumptions and limitations form an important part of the chapter in view of their impact on the generalizability and utility of the results.

Chapter Four outlines the results of the research. It is divided into four segments and includes participant profiles, taxonomy, findings, and interpretations based on the theoretical foundation outlined in Chapter Two.

Chapter Five, Summary, Conclusions, Implications and Recommendations, deals with the outcomes of the study. It addresses what was accomplished, and suggests implications for practice, theory, and future research based on what was learned. Finally, it offers practical suggestions for future actions.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Introduction

The purpose of this review is threefold: first, to acquaint the reader with the general area under study from a conceptual and theoretical perspective; second, to determine the types of research generated on this topic; and third, to develop, as necessary, a base of theory and method which will support further inquiry. It is divided into the following sections: (1) career change, (2) career development/career cycle, (3) transition, and (4) theories of personal development.

The review was predicated on the need for a multi-theoretical approach to address perceived relevant aspects of the problem, increase understanding of complex phenomena, and obviate shortcomings arising from any one theory.

The review of empirical research was complicated by its diversity of research problems and purposes, differences in operationalizing terms, sampling procedures and populations, research methodology (Hunt, 1986; McDonald & Elias, 1983), different perspectives and assumptions employed by the researchers (e.g., DeLong, 1987; Mirabile, 1983; Morton & Rittenburg, 1986; Harris & Wittkamper, 1986). The paucity of theoretical discussion in empirical research was a further limitation (e.g., Resnik & Mason, 1988). In addition, theorists who were linked to findings were discussed in only a limited way (e.g., Mirabile, 1983;

DeLong, 1987). Empirical data suggested that great caution should be used regarding generalizations (Markey & Parks II, 1989).

Career Change

Career Change: Career Choice

The notion that individuals defined the self and were defined in terms of occupation (Faddis, 1979; Okun, 1984; Whitbourne, 1986; Kanchier & Unruh, 1989) was supported by psychological theories of career choice, including Holland's (1973) modified trait-factor or person-environment congruence theory of occupational choice, and Super's self-development theory (Super, Starishevsky, Matlin, & Jordaan, 1963). Both assumed personal development was integral to career choice.

Holland's modified trait-factor theory (cited in Faddis, 1979; Okun, 1984; Whitbourne, 1986) postulated that people saw work as an extension of their personalities, projected themselves onto these images to determine congruence and chose the environments that best fitted their personality type. Congruency between personality type and occupational grouping was believed to be a major factor in determining career choice, stability and satisfaction. The theory was applicable to both the initial choice and subsequent career changes (Whitbourne, 1986) and assumed individuals would move from inconsistent environments toward

congruence.

The idea that individuals sought vocational identity congruence was tantalizing since community college teachers might cite career dissatisfaction, or express anticipations indicative of making a career change toward a more compatible environment. However, several drawbacks were noted. Rhodes and Doering (1983) argued that Holland's theory reflected only a narrow aspect of the person. Faddis (1979) expressed concerns about the model's forced occupational categorizations by personality type. Okun (1984) argued that the theory failed to elaborate the mechanism for developing vocational self-concept, and Whitbourne (1986) cautioned that some research failed to support change either to achieve congruence or change to maintain congruence.

In an alternative theory, Super (1969) explained career changes in terms of developmental changes, a maturing vocational self-concept, and expression of a changing self-concept through occupation (cited in Neimeyer, 1988). The mechanism for developing vocational self-concept was similar to Kegan's evolving self (1982) since it involved differentiation of the self from the environment. As the self became aware of its separateness from the environment, it sought identity through role-playing and reality testing. Self-concept translated into occupational terms and was operationalized throughout the life of the individual.

Super (cited in Faddis, 1979; Okun, 1984; Whitbourne, 1986) used Buhler's concept of life stages to describe various age periods with associated developmental tasks through which vocational maturity and individual maturity were achieved. The theoretical construct also encompassed biological and social contexts in which vocational development was played out (Okun, 1984; Whitbourne, 1986). The relative success of the career pattern was believed to determine both work and life satisfaction (Faddis, 1979).

However, in view of hiring patterns and the nature of teaching as a career, inherent assumptions of lock-step linearity, hierarchical aspiration and predictability could be at odds with the community college experience. Assumptions of negativity and decline seen in the later stages were also suspect in light of current research into later life (Atchley, 1980) and other theoretical models (Erikson, 1959). Furthermore, there was some concern about the adequacy of self-concept as an explanatory construct and a suggestion that Kelly's (1963) personal construct theory was needed to permit exploration of the personal meanings of occupational choice and decision-making necessary to the development of vocational theory (Neimeyer, 1988; 1989).

If psychological theories alone were unable to explain career choice adequately, the literature suggested employing an interactionist perspective. Work was also a social

behaviour, shaped through interaction of both psychological and sociological context variables (Faddis, 1979; Okun, 1984; Whitbourne, 1986). Research by Blau, Gustad, Jessor, Parnes, and Wilcock (cited in Faddis, 1979) and Rhodes and Doering (1983) suggested interaction between various personal, immediate work related, and external environmental determinants. Astin (1984) postulated that work satisfied basic needs of survival, pleasure and contribution and was mediated by sex-role socialization and structure of opportunity. Nevertheless, the proposed models could be criticized for failing to explain adequately the mechanism for movement, mutuality for interaction, and lack of empirical evidence (Gilbert, 1984; Nevill, 1984; Kahn, 1984; Bernard, 1984; Fitzgerald & Betz, 1984).

Career Changers

In order to determine whether career changers possessed certain attributes, and whether career changes were characterized by certain factors, this review included research on voluntary career changers in general, and career changers into and out of academia in particular.

The studies, as cited below, usually involved some type of written response to survey questionnaires, and interviews with a segment of the population. A number related theoretical constructs pertaining to career choice and adult development, although this aspect was not usually

elaborated.

Who changes?

Career changers appeared to be characterized by a number of attributes. Smith (1983) portrayed mid-life career changers as active, evolving individuals employing a variety of strategies to effect change within a social context. Most changers indicated that the change was significant (also borne out by Resnik & Mason, 1988), and reported personality changes recognized by others. Furthermore, while most indicated individual responsibility for the change, various others also played a role. Both formal and informal learning facilitated the change. The key goal appeared to be integration of personal and work lives and achievement of their human potential reminiscent of Super's (1969) achievement of vocational identity and self-concept.

Transferable skills, knowledge and experience were also important attributes, enabling career changers to access alternative opportunities (Mirabile, 1983; Fink, 1984; Resnik & Mason 1988; Markey and Parks II, 1989).

Brenner and Singer (1988), and Kanchier and Unruh (1989) suggested career changers were risk-takers. Because community college teachers lack formal teaching credentials, risk might be a factor for individuals moving into this career in spite of the fact that it appears to be relatively

secure.

However, not all the characteristics attributed to career changers apply to community college teachers. Age, education, and tenure in an occupation (Markey & Parks II, 1989) had different implications for generic job changers than community college teachers.

Why change?

The review indicated that with a career change a complex array of benefits accrued to the individual. They included positive economic, vocational, psychological, and social benefits (e.g., Markey & Parks II, 1989; Resnik & Mason, 1988; Brenner & Singer, 1988; Kanchier & Unruh, 1989; Smith, 1983).

Factors involved in career change depended to a large extent on the research examined. Mirabile (1983), for example, cited three motivating factors for career change including personal/professional growth, greater opportunity to use abilities, and wages/salary. The results suggested more interest in personal factors than those associated with working conditions (e.g., autonomy, prestige/status, and level of supervision). However, because the sample was small, the number and types of factors predetermined, and the perspective one of motivation, the outcome was limited.

Other research suggested a possible hierarchy of factors and confirmed the importance of personal factors

over working conditions. Comparative research by Brenner and Singer (1988) on changers and stayers suggested that career change was associated with changed values and lifestyle, and was undertaken to find more meaningful work, to achieve greater saliency (suggestive of Holland's theory of vocational congruence, cited in Faddis, 1979), and to accomplish something, rather than for traditional values characteristic of the organization man (Whyte, 1956) such as higher income, career advancement, job benefits and greater security. Resnik and Mason (1988) added that within the broader context, career changers valued their contribution to society. However, comparative research between changers and stayers showed that factors were not always readily attributable to one group or the other, and differences might be qualitative. For example, Kanchier and Unruh (1989) indicated that both changers and nonchangers experienced job satisfaction, but more intense feelings of job satisfaction were experienced by changers.

Career change was also associated with personal reassessment. Smith's (1983) mid-life career changers reassessed their lives and careers in terms of environmental pressures (family events, changed circumstances at work, societal trends) and pressures from the self. Kanchier and Unruh (1989) suggested that reappraisal coincided with developmental transitions. When the individual also experienced value changes or traumatic events, the appraisal

was intensified. Perosa and Perosa's article (1984) cited loss (e.g., break up of relationships, death, moves, illness) as a catalyst for change. The authors suggested that "crisis afford[ed] the individual the opportunity to complete the process of 'implementing the self-concept' or attaining 'identity achievement status'... necessary before reaching generativity" (p. 66).

DeLong (1987) suggested that elementary and secondary school teachers chose to teach more for service and life-style considerations than any other. They found satisfaction in interacting with pupils and seeing them learn. An underlying theme was commitment.

Career Change and Similar Studies

Morton and Rittenburg (1986) conducted a study of part-time community college teachers in non-credit programs in Nebraska. The purpose of the study was to develop and refine a taxonomy based on teacher characteristics and motivations which addressed the reasons for teaching. Although useful in suggesting umbrella categories and expressed reasons for choosing community college teaching, the study had sampling problems, a low response, and questionnaire problems resulting in difficulties in treating and categorizing data. Additional factors might have been revealed through a different design such as one employing a biographical or narrative approach and self-characterization

of circumstances surrounding the transition. In addition, using motivational theory was a limiting factor. Kelly (1963) argued that motivations were "treated as internal irritants in a creature who would otherwise continue in a quiescent repose" (p. 36). He accused push and pull theorists of falling into the trap of using animistic conceptualizations of stimuli and needs in their efforts to avoid animistic interpretation of humans. He argued that individuals were not inert, but alive, continually engaging the environment. Furthermore, he believed that any theory that purported to account for human activity must also account for itself as a product of psychological processes and motivational theory failed to do so (cited in Bannister & Fransella, 1986).

Harris and Wittkamper (1986) also examined factors influencing the decision to teach. Their sample of secondary school teachers from the mid-west United States resembled the profile of Ontario community college teachers in that they had no teaching credentials and were drawn from industry. The authors used extensive interview methodology and included two similar questions: what factors led to the career change decision, and what factors influenced the decision to teach? For the majority, the change to teaching corresponded to a mid-life career change.

The study employed two theoretical constructs in the data analysis (Maslow's need theory, and Herzberg's job

satisfaction theory, cited therein). Most of the sample experienced teaching in their other occupation which served as a positive trial experience and influenced the decision to teach. The data suggested that experiences were transferred. Reasons for the career change were diverse and included a need to gain an occupation which would offer personal/professional growth, and an opportunity for self-realization. The satisfaction derived from teaching appeared to address personal needs.

The study was interesting for its similarity to this project; however, its usefulness was limited in that the research methodology, findings, and analysis were given very short shrift and there was no discussion of the use and applicability of the theoretical constructs employed. As with Morton and Rittenburg's (1986) study, the motivational theoretical basis was limiting.

Conclusions About Career Change

The literature review suggested that individuals could identify and describe factors surrounding career change and assign importance to them (personal and vocational factors were mentioned, and personal factors appeared to be more important); factors involved in voluntarily changing career tended to be positive; personal re-assessment might accompany career change; and skills, knowledge and experience acquired specifically and generically might be

transferrable to other settings. The review suggested that factors involved in career change to community college teacher would probably be wide-ranging yet classifiable. In addition, it confirmed the use of questions which specifically addressed career choice, vocational identity, and anticipations.

Career Development/Career Cycle

Since individuals were asked to reflect back on career change from a position in the career cycle which might or might not bear any resemblance to individual development, literature on career cycle related to teaching careers alone and to development was reviewed.

Career Cycle and Years of Service

Research that dealt with teaching careers in terms of duration (e.g., Allain, 1985) was potentially compatible with community college teachers undertaking career change at different chronological points in their lives. However, any construct characterizing groups was suspect with respect to individual fit (Baldwin & Blackburn, 1981).

The literature review revealed different treatments of teacher career development patterns and suggested a number personal adjustments within a social milieu. Allain (1985) captured elements of survival, mastery, and impact, as well as rites of passage, or socialization into teaching. She

acknowledged further transitions in Year Ten and pre-retirement. Christensen, Burke, Fessler, and Hagstrom (1983) proposed that later years of teaching were characterized by self-assessment with different outcomes: career satisfaction or disenchantment. However, these models were based on experiences of trained teachers. It remained to be seen whether career development experiences of community college teachers would be similar, and depict comparable stages or phases, patterns and outcomes (Christensen et al., 1983; Allain, 1985). Movement from "first year teacher" to "experienced teacher", for example, seemed somewhat precipitous, especially for the non-teacher trained community college teacher (Allain, 1985).

Teacher career patterns were best illustrated by Huberman (1989). Although his career model showed a single career entry (survival and discovery) and a single career exit (disengagement: serene or bitter), there were several possible career trajectories in the middle, suggesting that while teachers held common experiences in the early years (1-6), individuals experienced their careers differently in the middle and on exit. Huberman's model depicted dichotomous polarities such as experimentation and reassessment, serenity and conservatism, and negative and positive outcomes (serene vs. bitter). The career cycle appeared to accommodate diversity and developmental and career development theories. However, its applicability to

the community college teacher could not be assumed.

Career Cycle and Individual Development

Models which attempted to relate career and personal development theories to career development were intuitively satisfying. Brookes and German (1983), for example, believed a dynamic relationship existed between individual development, career development and the ultimate well-being of the institutions. They argued compatibility between stage theories of adult development and career choice as espoused by Erikson, and Super respectively, and Hall's organizational career development (cited therein). Sikes (1985), and Webb and Sikes (1989) presented comprehensive pictures of life tasks, teacher developments, and interpersonal relationships as they proceeded from induction to retirement. Five phases or stages were discerned, each linked to a particular age group indicating "certain patterns of experience, knowledge, and difficulty ... likely to occur for most teachers" (Webb & Sikes, 1989, p. 224). Career stages, identity and aging were believed to be closely linked.

However, assumptions of congruency and single careers presented conceptual and practical difficulties in terms of chronological age of community college teachers (cited in the studies below) at career entry and the point at which they reflected on the teaching career. It seemed

inappropriate to expect neat correspondence between personal and career development. There was, furthermore, an assumption of a single career, and of linear progression. Finally, there was concern about combining theoretical models derived from different samples and based on different assumptions.

Nevertheless, the research provided a sense of the contextual milieu within which teachers worked and suggested an interactionist perspective with interplay between the individual and the environment. It also suggested that some attention should be paid to developmental and career duration perspectives.

Segments of the Career Cycle

The literature review also included studies devoted to particular segments of the career cycle. Preservice, (Cohen, 1983), first year and new teachers received considerable attention (McIntosh, 1976; McLean, 1979; McDonald & Elias, 1983; Fink, 1984; Tardiff, 1985; Waldinger, 1988), as did mid-career workers (Boylan & Hawkes, 1986; Hunt, 1986). Generally, the research confirmed themes of survival/discovery, stabilization, experimentation/ activism, taking stock/self-doubts, serenity, conservatism and disengagement within a social environment, but added little new. However, Fink's (1984) study suggested if community college teachers had a profile

similar to American university and college teachers, they might display a conservative educational philosophy, and experience negative outcomes even within the first year.

Career Development Conclusion

On the whole, the literature on career development indicated that development was characterized by on-going change. Positive and negative outcomes were possible.

Transition

The question remained: How did the person make the transition from "other" professional to community college teacher?

Lindquist (1978), Tichy and Ulrich (1984), Cameron and Ulrich (1986), Diederich (1987), and Hopson and Adams (1976) argued that transition involved discontinuity, psychosocial disruption, disequilibrium, and personal stress and strain. According to Diederich, the situation brought into question basic assumptions "which have previously guided the individual's thoughts and actions" (1987, p. 2).

The transition model postulated by Hopson and Adams (1976), presented a cycle of change comprised of immobilization, minimisation, depression, acceptance of reality and letting go, testing, search for meaning and internalizing. This was similar to Lewin's model of change of unfreezing, movement, and re-freezing (cited in Huse,

1980). Hopson and Adams believed that the individual's movement through the phases was unique and not obliged to incorporate all the phases or the sequence as laid out. The model also included a variety of proactive and reactive strategies for managing strain incurred by transitional stress.

Although the typology was interesting, it required empirical research. It suggested that the individual could be helped to change in terms of knowledge acquisition and development of behaviours (Diederich suggested much the same thing, 1987). Success in managing the transition appeared to depend, in part, on whether change and transformation were accepted as normal experiences (Griffiths, 1967). The outcome was thought to affect the life course of the individual.

DeLong (1987) applied Edgar Schein's theoretical model (cited therein) of career anchors to the career decision to teach. Schein's model suggested that "certain motivational/ talent/value/self-images or drives act[ed] as 'anchors' that influence[d] not only career choices and shape[d] what individuals [were] looking for in life, but color[ed] their views of the future" (p. 119). The career anchors served as areas of stability that permitted developmental changes to take place elsewhere. Schein discovered five career anchors. They included security, technical/functional competence, managerial competence, creativity, and autonomy.

DeLong speculated that identity, service and variety might be an additional three. Career anchors were similar to Kelly's (1963) core constructs. In addition, the model was compatible with learning theory since it emphasized evolution, development, and discovery through actual work experiences and the necessity for feedback in order to discover an individual's talents.

However, transition should not be taken as a given. Huse (1980), Lindquist (1978), Tichy and Ulrich (1984), and Cameron and Ulrich (1986) suggested factors which increased and decreased resistance to change. Although the research dealt with organizational change, it emphasized the importance of the individual's perceptions, values, attitudes, beliefs about the change, the organization, the information and the referents supporting change.

In addition, the literature assumed an interactionist approach with individual transformation occurring within a social context. The focus was on socialization as a component of transformation. Cohen (1983) suggested that transformation and socialization commenced prior to actual service as teacher. Although this referred to pre-service training, the investigation indicated that socialization was affected by other non-academic experiences and could be relevant to the community college setting in which individuals came to teaching with a wealth of life experiences.

Similarly, Mager, Myers, Rupp, and Armstrong (1986), Diederich (1987), and Porter and Dubin (cited in Diederich, 1987) identified anticipatory socialization as an important aspect of transition. This was described as a variable period of adaptation which included the development of certain expectations through thinking about, preparing for and getting used to change. Career changers engaged in pre-entry behaviours designed to facilitate entry.

Change associated with entry socialization (Mager et al. 1986; Diederich, 1987; Porter and Dubin, cited in Diederich, 1987) involved a variety of environmental, organizational, group and individual factors. Entry was characterized by stress points involving the mechanics and rationale for change, interpersonal relationships, personal control and direction, achievement and accomplishment. Internal and external human and non-human resource supports were critical in helping the person adapt. At this time, career changers engaged in behaviours designed to fit in. Both positive and negative outcomes were experienced in the transition.

Since community college teachers were sometimes hired with little time and opportunity for pre-entry socialization, the same transitional opportunities could not be assumed. However, McLean's study was suggestive (1979), indicating that new part-time community college teachers were self-directed learners, although by necessity, not

choice. McLean determined that many of these teachers learned under adverse conditions and the most frequent learning was unplanned or informal.

None of the theories addressed the uncertainties, conflicts, and uniqueness surrounding change. Schon (1983) elaborated a model of individual problem setting and contextual framing in which the individual engaged in a "reflective conversation" with the situation, reframing and setting problems so as to find novel solutions. This metaphor resembled a number of cognitive and change theories which enabled the individual to re-conceptualize circumstances and establish new meaning. For example, Lewin's change theory (cited in Huse, 1980) described unfreezing and movement which enabled the individual to make sense of a situation, make decisions and act while incorporating the peculiarities of the situation. Kelly's (1963) personal construct theory had individuals seeking to control and anticipate the future through construct alternativism, and Kegan (1982) had the individual reflecting on the environment as he or she differentiated from it and renegotiated a new relationship with it.

Conclusions About Transition

This part of the literature review suggested that career choice, change and development were expressions of adaptive behaviours within a specific sphere of life

(Faddis, 1979). The research suggested an interactive process between the individual and the environment, in which the individual's understanding and interpretation of the environment were factors in the adaptation. While there were constraints, the individual changed over time.

Theories of Development

Developmental psychology has generated a tremendous number of diverse theories. Since the review of general research supported the notion that personal development was integral to career change and transition, it was appropriate to turn to cognitive-stage, psychoanalytic, social learning, construct development and development/systems theorists to determine how such development occurred. The theories reflected assumptions about participation in developing a personal understanding of the world as the individual proceeded through life and made personal decisions within a particular environmental context.

Piaget's theory of cognitive development was pivotal (Clausen, 1986). He recognized both the central role of cognition in development and interaction between the individual and experience. One of his most significant contributions to developmental psychology was the notion that humans created knowledge (Piaget & Inhelder, 1969).

Piaget believed that thinking continued to develop throughout life (cited in Miller, 1989). It developed in

the day-to-day encounters between the individual and the environment. The individual received information, and attempted to understand the experiences, to interpret and make sense of them and to bring coherence to the world view. The dynamic activity was spurred by cognitive organization and adaptation. Assimilation and accommodation stimulated cognitive development provoking adjustments to the cognitive structures (cited in Miller, 1989). The quantitative and qualitative changes which occurred in the cognitive structures enabled the individual to reach increased comprehension of the world. Knowledge of the world developed through a series of states of equilibria between the individual and the environment. However, as new knowledge was gained, so did new challenges arise. Thus the process was ongoing.

Kelly (1963) concurred that the individual actively engaged the environment and created knowledge about the world. However, he suggested a different mechanism for development. His theory was based on a philosophical position of constructive alternativism. Individuals were depicted as scientists actively seeking to understand their own nature and their environment. They constantly formulated, and tested hypotheses about the nature of things in order to predict adequately the immediate and long-term future. They looked at the world through unique personally constructed transparent patterns or templets (constructs)

which served as useful guides for behaviour. According to Kelly, reality was in the mind of the beholder, highly subjective, and subject to interpretation and to modification.

His theory was founded on a fundamental postulate which posited that an individual's psychological processes operated through a structured network of pathways that facilitated yet restricted the future range of action (Bannister & Fransella, 1986). The postulate was supported by eleven construct corollaries which possessed certain formal properties and elaborated how the individual construed. Kelly's personal construct theory encompassed both cognitive and emotive realms. Various corollaries defined aspects of construct systems in a state of change and emotions were tied to specific constructions. At the same time that Kelly emphasized the individual's unique ways of construing, he also acknowledged the social and cultural milieu in which this took place. Personal construing was negotiated within a social context.

To show how the constructs moved and flowed, Kelly (1963) developed the circumspection-preemption-control cycle which suggested that the individual canvassed constructs, narrowed the field, selected the construct and decided which polarity best anticipated the future (i.e., which one would most likely result in extension and definition of the construct system). In this process of interpreting and

reinterpreting the self and the situation, the individual developed and changed. The model suggested a sense of perpetual motion, of continuous development.

Considering the career change decision and uncertainties involved in undertaking a new teaching career, how the person construed events appeared to be important not only in terms of examining the data but also in thinking about a model of teacher adaptation. The theory recognized the active nature of the universe, provided the basis of an active approach to life, encompassed both individuality and common experience, and recognized creativity in dealing with change through revision or replacement. It also suggested difficulties when constructs were invalidated.

Erikson's psychoanalytic work on psychosocial stages (Miller, 1989) united the individual to society while emphasizing life-span development. Development was predicated on an epigenetic principle with physical maturation providing the general timetable, and society exerting its influence throughout. Development proceeded through different stages with each stage building on the previous one and influencing those that followed. The stages reflected societal expectations consistent with individual age-related stages (Erikson, 1959; 1985). As development proceeded within the culture, personality became increasingly differentiated and hierarchically organized. Development was a life-long process, the essence of which

was the formation of the individual's psychosocial identity (Clausen, 1986).

Conflict was an integral part of Erikson's theory (1959). At each stage maturation and societal expectations together created eight crises, issues or challenges that had to be resolved in order to permit further development. Although each challenge was stage-specific in that it was dominant at one particular stage in the life-cycle, it could reappear in some form throughout development. The manner of resolving each crisis impacted subsequent development. Erikson saw the crisis or challenge as a dimensional attribute with negative and positive consequences. Healthy development and maturation occurred with satisfactory resolution and integration of the positive component into the personality, whereas unsatisfactory crisis resolution resulted in incorporation of the negative component into the developing ego.

Erikson's theory provided a basis for thinking about common psychosocial threads in the accumulated data. However, other theorists suggested possible mechanisms for interaction between the individual and the environment. For example, modern social learning theorists combined experience and the use of learning principles to explain social behaviour within a social context. Such theory was particularly attractive in explaining how individuals with no formal educational training were able to perform teacher

functions within an educational organization.

For social learning theorists such as Bandura (1986), the main mechanism for development was the acquisition of new knowledge. What was learned depended on what the environment had to offer and the individual engaged in the process. The individual developed a skilled ability to learn through observation. By symbolically representing the behaviours through a process called abstract modelling, the individual formulated new ones and judged them with respect to self-perception of personal competence in dealing with the environment (self-efficacy) and result (Miller, 1989).

Self-efficacy influenced which available behaviours were produced. Knowledge of personal competence within the environment was derived from direct experience in the world (considered to be the most authentic and direct source), vicarious experience, others' judgements, and inference (cited in Miller, 1989). This conceptualization could be important when examining self-definition and re-definition in social relationships and occupations.

Abstract modelling helped the individual to conceptualize a general rule from specific observed behaviours. It was this aspect which explained why reinforcement was not always necessary for learning to take place, why learning did not require demonstrated overt behaviour, why it was possible to acquire unique complex behaviours after observing diverse behaviours of a less

complex nature, and why individuals learned whole chunks of complex behaviours all at once. It appeared that models mainly influenced the individual by providing information rather than by providing behaviours to be matched (cited in Miller, 1989).

Bandura and Walters (1963) argued that the person's characteristics (e.g., learning history), behaviour (e.g., behavioural characteristics of the observed models), and the environment all interacted in any social learning context (reciprocal determinism). This suggested that not only did the person interact with the environment, but that the individual's "behaviour affect[ed], and in a sense 'create[d]' [the] environment" (Miller, 1989, p. 225), changing it in significant ways. The influence of the model on the observer was somewhat contingent on whether the models were rewarded or punished for their behaviour and on perceived model characteristics such as power, prestige, competence, and status. Once imitative behaviours occurred, it was the consequences to the observer as a result of that behaviour which largely influenced whether the responses were maintained, inhibited or reinforced in the repertoire. Past history, emotional state, and degree of dependency were influencing factors. In addition, the environment exerted considerable influence over behaviour. Unlike Kelly's personal construct theory which postulated similarities between people based on shared constructs, Bandura and

Walters (1963) argued that the culturally pervasive behaviours occurred because individuals were exposed to the same classes of events, and similar models.

Bandura's model of change (cited in Miller, 1989) was provocative as an explanation for the circumstances surrounding a transition in which skill, knowledge and expertise deficits abounded.

Kegan's (1982) constructive developmentalism bridged both Kelly's (1963) and Erikson's (1959) theories, providing a useful framework for understanding the perceptions of the participants in this study as they reflected back on the transitional circumstances. Kegan's theory traced the evolution of meaning and consequently the evolution of self. Evolution involved the process of differentiation from the world and emergence from embeddedness, and the process of integration and a renegotiated relationship with it. The theory supported the process of life-long development and transformation. Each qualitative change was accompanied by vulnerability, and each stage of development was characterized by an evolutionary truce in which a balance was struck between autonomy or differentiation and inclusion or relatedness. Each evolutionary truce was a temporary solution between the tension of inclusion and separateness. Each balance resolved the tension differently, moving alternatively toward inclusion and autonomy. The evolutionary truce was readily imbalanced. Thus,

development consisted of successive qualitative differentiations of the self from the world. Yet no matter how far the person evolved, the individual remained embedded.

The outcome was Kegan's conceptualization of development as a spiral or helix which suggested a better way of understanding the vulnerability to growth at each level. In addition, the model graphically illustrated how old issues were revisited at different levels of complexity. The model gave equal importance to both inclusion and separateness, which Kegan argued was a necessary antidote to the theories which favoured development in terms of increasing autonomy, and neglected the inherent concept within adaptation of inclusion.

Through the notions of inclusion and embeddedness, Kegan placed the individual in the social context. That part of the world in which the individual was embedded and out of which the individuality was repeatedly recreated, was referred to as embeddedness culture. It served three functions: holding on (confirmation and recognition), letting go (differentiation and contradiction) and remaining in place. The first function represented the expressive side, movement toward people and how the individual was held in that relationship. Healthy holding on laid the groundwork for separation, which, Kegan acknowledged, was difficult for those involved in the relationship. Letting

go presented an instrumental quality. In this process the individual differentiated from the culture of embeddedness. The third function was one of continuity. The culture of embeddedness remained in place during the period of transformation and re-equilibration permitting the new self to establish a new relationship to it. This conceptualization was similar to Schein's (cited in DeLong, 1987) career anchors.

According to Okun (1984), Kegan was the first developmental psychologist to superimpose the masculine instrumental (achievement, competition, logical, world-oriented ways) and feminine expressive (affiliation, nurturing, and emotional mediation) dichotomy onto the ladder of developmental tasks. He suggested that analysis of the cultural arrangement might show modern North American society offered more support for individuation characterized by the masculine instrumental and less for integration characterized by the feminine expressive. As such, the culture could fail to support adults faced with major changes.

Similar to Schon (1983), Kegan's developmental perspective permitted the present to be reflected upon in terms of its antecedents and its potential future. Through such reflection meaning evolved. Each time the self differentiated from the world, there was a bigger "life field" (p. 43) with which to interact and establish a new

relationship. Repeated transformations, differentiations, renegotiated meanings, and integrations formed an adaptive conversation with the world, providing both the source of and unifying context for thought and feeling (Kegan, 1982). That experience was the source of emotions (loss and recovery, separation and attachment, anxiety and play, depression and transformation, disintegration and coherence).

Okun's theoretical approach (1984) added yet another dimension to personal development. He not only placed the individual in context within society, his theory made it possible to examine any aspect of human behaviour within the context of the whole. Okun argued that systems theory helped "us to understand that individual development influence[d] the rate and quality of family and career development. In other words, circular or reciprocal relationships exist[ed] among the three domains" (p. 49). Humans were organizational entities with interacting components constrained by or dependent on other components. With a goal of survival, the system engaged in whatever activities necessary in order to adapt and maintain itself. Where conflicts arose between the needs of the component parts and the needs of the system, or among competing systems (different or overlapping), the system took precedence by trying to regulate and control the component parts or other systems. It did this through cybernetic

principles of communication and feedback.

Okun suggested that both systems theory and developmental theory be integrated. He portrayed humans as being engaged in a constant struggle between change and homeostasis. On the one hand, systems theory posited that systems resisted change and attempted to maintain homeostasis. On the other they represented "growing fluid changing processes" (pp. 42-43). Challenge and change were integral to developmental theory. Okun maintained that human systems could not remain in equilibrium. He argued that change was necessary at predictable times in individual, family and career life cycles and to accommodate that change, the boundaries within and among these systems were renegotiated and reset. Hence, development occurred in rectifying disequilibrium and optimally functioning systems were necessary to permit the individual to develop. The approach suggested how particular aspects of human behaviour, such as career change and the accompanying transition might have repercussions in other spheres of life and vice versa.

Common Threads, Limitations, Possible Directions

The literature review presented a multifaceted view of adult development while focussing on aspects of personality development. The theories provided insight into development and change, and also into understanding change. They

suggested a variety of mechanisms for psychosocial and personality development (McDonald & Elias, 1983). Although there were theoretical contradictions as a result of their underlying assumptions (Miller, 1989), there was often common ground. No one theory emerged as the predominant theory for adult development. However, when considered together they suggested a number of themes (O'Neil, Fishman and Kinsella-Shaw, 1987).

Over the life span, life events and transitions were experienced and interpreted individually, altering the self and world views (Kelly, 1963; Kegan, 1982). Individuals took an active role in their own development, experiencing continuous (Kelly, 1963; Kegan, 1982) and related (Piaget & Inhelder, 1969; Erikson, 1959) changes. Preparatory changes supported subsequent ones (Piaget & Inhelder, 1969; Erikson, 1959; Kegan, 1982) and changes produced emotional responses (Hopson & Adams, 1976; Kelly, 1963; Kegan, 1982). Changes were also contextual (Bandura & Walters, 1963; Erikson, 1959; 1985) involving interactive adaptive responses with the environment (Erikson, 1959; Piaget & Inhelder, 1969; Bandura & Walters, 1963; Kegan, 1982; Okun, 1984). The responses included acquisition of behaviours, and knowledge (Bandura & Walters, 1963; Piaget & Inhelder, 1969; Kegan, 1982), and were thought to be adaptive or non-adaptive (Erikson, 1959; Kelly, 1963). Adaptive processes involved conflict, contradictions and their resolution; there was

tension between stability and change (Riegel, 1976; Kegan, 1982; Piaget & Inhelder, 1969). Thus, development was not smooth (Erikson, 1959, 1985; Bandura & Walters, 1963; Okun, 1984), but idiosyncratic, characterized by on-going quantitative and qualitative changes (Erikson, 1959; Kelly, 1963; Bandura & Walters, 1963; Piaget & Inhelder, 1969; Kegan, 1982; Okun, 1984; Miller, 1989), new responses and flexible coping styles (Bandura & Walters, 1963; Kelly, 1963; Hopson & Adams, 1976; Kegan, 1982).

Summary

This chapter provided an overview of theories and research related to career change, career development, transition and personal development. Although there was considerable diversity in models and data, it was evident that individuals experienced change throughout their lives. Work represented one sphere in which change occurred. If, as indicated through the literature, personal development was integral to work-related changes, any examination of change in this area should reflect the unique experiences of the individual. In this study, within the personal interpretation of the experiences lay the clues to the process of transformation from "other" professional to teacher. The literature suggested that it would be characterized by individuals interacting with the environment in a variety of ways in order to understand,

control and act within it. They would change and develop over time as they adapted to the constant challenges and changes they encountered. Adaptive responses, while unique and idiosyncratic, would be characterized by disequilibrium and equilibrium, differentiation and integration.

CHAPTER THREE: METHODOLOGY AND PROCEDURES

Overview

This chapter addresses how the study was conducted. It begins with theoretical support for and description of the research method, followed by a brief outline of the pilot study. The research design includes subject selection, instrumentation, field procedures, data collection, recording, processing and analysis. The chapter concludes with a discussion of the methodological assumptions and limitations, and a restatement of the problem.

Research Methodology

A review of the literature was conducted to determine and justify an appropriate research approach. Seidman, Sullivan, and Schatzkamer (1983) explored interaction between faculty and the ideological, social and organizational context of an American community college. The authors, especially concerned with the contextual understanding of the participants, used oral history and phenomenological interviewing techniques.

Theoretical support for using a phenomenological approach was found in Kelly's (1955) self-characterizations which grew out of his personal construct theory and were used to develop an understanding of clients in therapy. Kelly (1955) and Stainback and Stainback (1988) gave practical advice for data analysis, development of summary

protocols and their use, and researcher protocol.

More recent research suggested the use of narrative to give teachers voice. Fuchs (1969) drew on social sciences methodology and intensive taped interviews to provide insight into the concerns and needs of novice teachers. Raphael (1985) presented a collection of self-portraits in which teachers talked about themselves. Their stories were testimony to teachers' "perpetual quest for individual meaning within institutional settings" (p. 15) and were offered as spoken "representations of real life experiences" to "maintain immediacy and experiential authenticity of the oral tradition" (p. 17). Egan (1986) employed the term story-telling, arguing it was compatible with the adult as active creator, with adult thinking, and multiple meanings within a social framework.

Butt and Raymond (1987) used biography, indicating it was an appropriate research method for recording how individuals or groups of teachers made educational sense of their experiences, thoughts, actions, and feelings. It created a body of knowledge that represented the individual teacher's perspective and recognized the unique manifestations of teaching. It captured the reality of teaching in the teacher's voice (also Elbaz, 1991). The methodology recognized the dynamic complexities of teaching; the uniquely personal, contextual and intuitive attributes; multiple problems and multiple outcomes. Butt and Raymond

proposed that the researcher and the teacher act as collaborators or co-researchers in eliciting the biography. The process recognized the need for someone apart from the teacher to assist in the process since dialogue permitted and encouraged reflection and ongoing interpretation of the data as the parties sought to understand them. The authors believed that biography was at least equal to or better than the phenomenological approach because it linked the past to the present and the present to the potential future. Furthermore, biography was emancipatory (also Elbaz, 1991). It recognized the political right for teachers to make sense of what they did (as opposed to outsiders), and through its consciousness-raising activity helped teachers to free themselves from dysfunctional structures. It also helped to bring researchers closer to reality.

Much of this was reiterated by Elbaz (1991) who promoted the use of story-telling to capture and present voluminous, rich and complex data. Story-telling assumed an incomplete perspective and changing reality while portraying enactment within a contextual milieu to create coherent meaning for a community of listeners.

Shulman (1991) added that portrayals were also quite different when examining research done with the same participant but with different researchers (Grant, 1991; Gudmundsdottir, 1991), different contexts and circumstances, different research purposes, methodologies, perspectives and

arguments, different time, and different interpersonal dynamics. Furthermore, participation in the research stimulated further reflective activity in all the participants. Consciousness-raising was part of it, but there was also professional growth. Clark (1991) concurred. Reflection did not necessarily cease or fade when data collection stopped; it set new frames of reference, and allowed access to implicit theories and beliefs which became guides and standards for future thought or actions.

Description of Research Approach

Kelly's (1955) self-characterization and the use of narrative (Butt & Raymond, 1987; Elbaz, 1991) in educational research provided the methodological foundation for establishing a collaborative co-researcher method and in-depth interview strategy.

The participants were asked to reach back in time, to reflect on the circumstances and context, and narrate a personal version of the circumstances that transpired so as to develop a shared understanding with the researcher of what the transition meant to the individual. The method was intended to permit the individual, within certain areas of inquiry, to structure the past as it was understood, to include and exclude, to emphasize and de-emphasize, to exercise verity and verisimilitude and to extend or constrict the reconstruction at will. The literature review

suggested that such reconstruction was understood to be incomplete (Elbaz, 1991) yet valid, whether or not it conformed to the actuality; either way it revealed something of the person (self-identity, personal constructs), the circumstances, the structures used to describe the world of work, and the relationships with it (Kelly, 1955).

Pilot Study

A limited pilot study was conducted to develop a workable tool and method for conducting the research study. It incorporated development and trial of an interview questionnaire, strategies for interviewing, procedures for construction and reconstruction of the data as summary protocols and taxonomy, and data analysis techniques. It also served as a valuable training ground for the researcher (Best & Kahn, 1989).

Since the interviews elicited a strong response, the pilot study suggested that the circumstances surrounding the career change and transition were important. Hence, the pilot study permitted the researcher to come to terms with the quality and quantity of data. In addition, the analysis enabled the researcher to develop an understanding of the circumstances surrounding the transition from "other" professional to community college teacher in terms of developmental and career-related theories.

Finally, the pilot study resulted in a number of

modifications to the research design which were subsequently incorporated into the research proper.

Selection of Subjects

Three participants were purposively selected from a list provided by two key informants. Eligibility for inclusion on the list was clearly defined; each was a full-time community college teacher in a day-time certificate or diploma program, with no teaching credentials, and had a minimum of three years community college teaching experience. The sample was drawn from one community college for easier access to the participants.

The study did not control for age, gender or years employed with the college as full-time teachers. However, the participants were selected to include a broad spectrum of characteristics, including well-known (to the researcher) to entirely unknown, both genders and individuals from different campuses and program types (certificate and diploma), and moderate to long tenure with the institution.

Three participants were contacted by telephone; all were eligible and willing, and selected to participate. A fourth individual, previously identified as back-up for the pilot study, was held in readiness but not required.

Each participant was assigned a name beginning with "A": Angus, Alex, and Alyssum. The group, as the names imply, comprised one female and two male participants

ranging in age from 45 to 63 years. Full-time community college teaching experience ranged from 11 1/2 to 20 years. None had held full-time day-time teaching positions at any other community college. Two taught in certificate programs and one in a diploma program. One taught at the main campus, while two were located at smaller campuses. One participant held a masters degree, one held a diploma, and the remaining participant had no formal post-secondary academic certificate, diploma or degree upon joining the college, but later completed a B.A.

Career-specific work experience before becoming a community college teacher ranged from eight to 19 years. All three taught on a part-time basis prior to being hired full-time as teachers at the college, spanning three to 17 years. One taught at a post-secondary institution, one in a private school specific to the industry and one taught in the targeted community college. The teaching or teaching-related experiences overlapped being hired full-time by the college in two instances.

Instrumentation

Based on the pilot study, in-depth interviews were conducted with the participants. The objective was to permit each individual to reflect on the details and constitutive factors surrounding the circumstances of the career change to community college teacher and to

reconstruct personal experiences in a narrative and biographical form. The participants became co-researchers in the investigation.

The interviews were guided by a number of clustered questions derived from the pilot study and literature review. Although some latitude was necessary during the actual interview in order to ensure rapport, frame the interview, ensure understanding, increase detail, and guide the direction, the questions and sequence were adhered to throughout (Appendix C) to ensure coverage of the requisite areas of investigation. The first cluster of questions (Cluster A) targeted the reasons for the career change, and for choosing community college teaching as the career option. Subsidiary questions asked the participants to explore their relative importance and to rank order them. Cluster B examined the anticipations of the career change experience, explored the accuracy of those anticipations, discussed the choice decision, and identified and explored past experiences that prepared the individual for the change. Cluster C focussed on self-identification through career identification and the transition from "other" professional to teacher. This cluster concluded with questions targeting the best and worst things about becoming a community college teacher, and advice to individuals contemplating such a career change.

Field Procedures

College protocol for conducting the study was determined and acted upon.

The participants were telephoned and advised of the study and its parameters. Requests to participate were offered and arrangements for interviews made. Because the academic year was over, the interview locations included the participants' homes and the interviewer's residence, depending on participant preferences. Subsequent interviews were arranged on a needs basis with the participant in mind and adequate time for transcriptions.

Interview protocol was observed. At the first interview, each participant read the prepared information sheet (Appendix B). The procedure for the interview was reviewed and included opportunity to raise questions and to withdraw if desired.

Interview duration and number were variable. Only one participant used the anticipated one interview/one synthesis sequence of approximately three hours, and one and one half hours respectively. Two required two interviews of two to three hours and a synthesis interview of one to two hours. One individual required special considerations to accommodate family and holiday plans. Each participant reviewed the transcript for accuracy and completeness. One also reviewed the synthesis.

Participants were contacted three to four months later

to determine outcomes of the experience.

Copies of the study were forwarded to the college and participants with appropriate thank you letters.

Data Collection

Each participant was asked to respond to a number of scripted questions which were clarified and elaborated as required during the interview. Where perceived necessary, verbal prompts, probes, and summations were used to assist the flow of information. These were unscripted and varied to meet the needs of the situation. Second interviews commenced with summation of the previous session, followed by a preview of what remained to be done. Clarifications and elaborations were sought as necessary before proceeding.

Field notes were recorded in writing throughout the interviews. They were later transcribed in the first person (Appendix D). Each participant received a copy of the draft verbatim transcript for review, correction of errors, clarification, and elaboration.

The synthesis interview for two participants commenced with a review of the transcript. Notations were made for the final copy, including corrections and any necessary editing to ensure clarity and maintain anonymity. This was followed by a review of the summary protocol. Each reduced question response was discussed and corrections noted. Corrected final copies of the transcript and summary

protocol were subsequently generated. The third participant received both the transcript and synthesis for review (to be mailed back) followed by the usual adjustments to the documents. A tentatively scheduled telephone follow-up did not prove necessary in view of the number and quality of the participant's remarks.

Data Processing, Recording and Analysis

As determined from the pilot study, it was anticipated that a significant problem with the data would be the volume and complexity (Rice, 1986). As a result, each transcript was keyed for the question asked. The content was then read several times and reduced to a few key words or phrases to create summary protocols (Appendix E). The protocols included individual descriptors, and factors which addressed career change, career choice, personal identity, and transition from "other" professional to community college teacher. The key words and phrases employed in the protocols suggested possible factors, and sets of factors which could be categorized.

Using the summary protocols, a chart (see "Taxonomy", pages 77-81) was constructed for comparing the participant responses. This further consolidated the data. Key words and phrases and categories employed in the taxonomy subsequently formed the basis for comparative analysis of the data.

Methodological Assumptions

The study was predicated on the assumption that participants could identify, describe and interpret the circumstances surrounding the transition from "other" professional to community college teacher, and share them with the researcher. This was a reasonable assumption and borne out by the pilot study and empirical research on career changers.

The study not only assumed co-operation from the participants, it required establishment of rapport and trust so that participants would willingly disclose, in a candid and open way, details pertaining to the career change. The research design was developed with this assumption in mind. Each participant would be a volunteer. In addition, the interview process would actively encourage disclosure through well-developed questions, a variety of interview and facilitation strategies, and focussed interview series. The collaborative nature of the interview would allow the researcher to probe, focus and clarify the responses, to explore more fully the process of the transition of becoming a college teacher and to explore what this meant in terms of adult development and personal identity. Hence, the uniqueness of each participant's life and the sense he or she made of it should emerge as the interview proceeded.

It was also assumed that identifiable factors or sets of factors contributing to the transition would be

discernable in the recorded interviews and that some would be more important than others. Questions were included which directly asked the participants to rank order factors involved in the career change and choice decisions, differentiate among the factors most influential in assisting or inhibiting the transformation to teacher, and identify the best and worst aspects of being a community college teacher. Based on the pilot study and literature review, it appeared that these assumptions would be met.

In addition, it was assumed that the data could be reduced to a format that would permit comparisons between and among groups of faculty. Kelly (1955) suggested the use of key word and key phrase analysis; these were subsequently pretested in the pilot study and generated summary protocols and a taxonomy suitable for comparative analysis of data.

The assumption that the data would be meaningful and an accurate reflection of the interviews was pretested in the pilot study and validated by the participants.

Methodological Limitations

Limitations Related to Research Design

Because in-depth interviewing was employed, the sample, of necessity, was limited in size. This inevitably impacted the data quantitatively and qualitatively. Since the methodology permitted the participants to tell their stories in their own words, the data were limited to whatever they

chose to reveal. However, although memory was undoubtedly selective, it was the personal construction of the circumstances that imbued them with meaning; whatever the participant shared was revealing (Kelly, 1955). Nevertheless, more factors could be involved in the transition than were revealed by this particular study.

The content, quantity and quality of the data were also limited by the use of scripted questions which acted as ground maps for the researcher and participant. Although designed to meet the perceived needs of the study, they could not be assumed to be all-inclusive or, necessarily, the most relevant. In addition, the use of a script had the potential to constrain the responses, the content, context and interpretation. Nevertheless, the interview method and the questions were supported theoretically (Elbaz, 1991) and empirically by the literature review (Chapter Two). In addition, the questions were pretested and modified as a result of the pilot study. Bias was reduced by having the same researcher ask the same set of questions in the same order to each participant.

Since in-depth interviews are time consuming, the selection necessitated soliciting volunteers. This could potentially bias the results if the participants sought favour with the researcher. On the other hand, volunteers were committed participants.

The sampling procedure was purposive. The fact that

the participants were known to varying degrees by the researcher was a consideration. However, the pilot study suggested that acquaintanceship was not necessarily a problem. In addition, each participant met certain criteria which were applicable to only part of the total faculty complement. Hence, the sample could not be considered representative of the entire faculty population from which it was derived, thereby limiting the generalizability of the findings. Whether or not the taxonomy derived from this sample applied to other teachers is beyond the scope of this study.

The sample was also drawn from one Ontario community college. This not only limited the study, but the age, location, size, program mix, divisional breakdown, student body and personnel complement of the institution probably impacted the histories of those faculty interviewed.

Limitations Related to the Researcher's Preconceptions and Epistemological Stance

"A theorist's view of development is closely tied to his view of human nature. His view of human nature, in turn, is closely tied to his world view, or his notion about how the universe works" (Miller, 1989, p. 20). This affected the problem set for the study, its purpose, the literature selected for review, the structure, content and analysis of the research.

Embodied in the research problem was the notion that humans were inherently active, constantly changing entities who underwent life-long development through interacting with the environment. Career change assumed active participation. The career change decision reflected choices made and concurrent as well as subsequent development. The research design targeted interrelatedness of occupational identity and personal identity, using interviews and questions about career identity and self-perception. Interaction with the environment was demonstrated in questions about helps and hindrances, and the best and worst things about becoming a community college teacher.

The data collection and analysis procedures were in keeping with personal construct theory and self-characterization strategies espoused by Kelly (1955; 1963) which depicted individuals as scientists continually and actively inventing and shaping themselves, and Kegan's (1982) constructive-developmental theory which married "the ideas of constructivism (that persons or systems constitute or construct reality) and developmentalism (that organic systems evolve through eras according to regular principles of stability and change)" (p. 8) and recognized the process of coming into being. The in-depth interviews allowed the individuals to make what sense they could of their own lives from their own perceptions and in their own voices.

In the end, the collective sense of the data was that

of the researcher mediated by her personal world view, and compatible theoretical support.

Restatement of the Problem

Through in-depth interviews with three community college teachers in one college of applied arts and technology in Ontario, this study investigated the factors and sets of factors surrounding the transition from "other" professional to teacher.

CHAPTER FOUR: FINDINGS

Introduction

Chapter Four begins with participant profiles and taxonomy, and is followed by a description of the collective and individual results, and discussion of the findings from the perspectives of career choice and change, career development and transition, and theories of development.

Participant Profiles

Participant answers were transcribed to capture as closely as possible, the words and meaning (contextual and personal) offered during the interviews. The participants subsequently reviewed and corrected the transcripts and draft summary protocols. The revised transcripts and protocols formed the basis of the profiles. In spite of the risk engendered in such a process, the participant profiles provided a necessary and useful written summation of the data for the reader.

Angus

Angus, aged 63, held a masters degree. He had 19 years in career-specific work before joining the college as a full-time teacher 20 years ago.

Angus changed career because of a family crisis, resulting need, and desire not to make a company-initiated move. He thought, based on experience as a part-time

teacher, that he would enjoy a career in teaching. The decision to become a community college teacher was made for the same reasons. In addition, teaching was an opportunity to share with others what he had learned in industry. He felt he had a talent for it.

Angus' anticipations were largely based on personal experiences with and perceptions of the American college system, as well as part-time teaching. He saw the college as a "teaching institution." The career would allow him to use his own education; it would be enjoyable teaching motivated students. Based on his own teachers, he anticipated using a variety of methodologies. In addition, he expected interaction with students, divisional colleagues, and teachers from different disciplines and divisions.

His anticipations of different teaching methodologies, enjoyment, and the camaraderie and assistance from divisional teaching colleagues were accurate. However, students lacked motivation, commitment, and discipline and had a narrow educational focus. It was difficult to establish interpersonal contacts beyond the division. He had concerns about faculty attitudes and behaviour, administrative decision making, the union and collective agreement. He was pleasantly surprised by the promotion process.

Angus expressed mixed feelings about the career change

choice. While affirming that the decision was right for the time and he enjoyed teaching and education in his specialty, based on erosion of the college and the division, there was some doubt that he would make the same career change choice today. His expectations would also not be the same.

The experiences which prepared and influenced him to teach were unconsciously accumulated, but included mentors, personal experiences as a student and employee, work experiences, and part-time teaching. Teaching was a way of paying back all the people who had "added" to him over the years and to "impart to others what [he] has learned in industry." The experiences shaped a philosophy for personal interaction and education. They reinforced the notion that he would enjoy teaching and that he had the talent to do it.

Angus initially used both "teaching master" and "college professor" (when travelling in the U.S.A.) on official forms. When meeting new acquaintances, he was a college teacher. Although sceptical of the current use of the term "professor" by community college teachers, he applied it on documents and with acquaintances because he also taught part-time at a university. When performing consultative and other services with the public, he described himself as a "consultant" or "advisor", or by his professional designation. The designations were context-related and necessary for credibility.

Angus felt he was a teacher in his first part-time

teaching class. He fulfilled the role of teacher, enjoyed the interchange with the students, and experienced a comfort level with the subject material. Positive feedback derived in the teaching process, and from administration, affirmed that he could teach. In addition, his "broad view of self" was an asset for teaching. His family seemed proud of his being a teacher.

Angus always maintained involvement with the "other" career; the world provided a constant source of information and opportunity. He had special interest in education journals related to the "other" career. He wrote professional texts, and worked as a consultant for himself and others. Although a member of professional associations, he was never actively involved with association committee work. Angus maintained currency as part of the job. He did not understand how administration could assign faculty to teach "if they haven't lived the area."

Factors which helped Angus to become a community college teacher included colleagues, students, resource materials, professional development workshops, program responsibilities and experience. Most significant in the first year was the subject assignment. It demanded a content focus; he was not conversant with it. He derived curriculum support from divisional colleagues and teaching support from past and present teacher role models.

In Years Two and Three, professional development

workshops were especially beneficial (he was "like a sponge"). His resource base expanded. Colleagues remained important for dialogue about teaching, student progress and about curriculum. Angus became aware of teaching pitfalls and of teaching strategies. Students affected how he taught. He was a "teacher first, then industry specialist." Curriculum responsibilities provided opportunity for personal and professional growth. In subsequent years, he assisted newer teachers which helped him learn more about teaching.

Changes in the above factors were the result of the ever-changing work environment (students, curriculum and semesters) and to his own development as a teacher (increased self-awareness, and competence).

His inaccurate expectations of students interfered with his becoming a teacher. Lack of preparation for college, lack of subject preparation, commitment and motivation while at college, and other behaviours were continuing sources of aggravation and disappointment. Changes in the student body affected student abilities to understand material. He was unable to find solutions to these difficulties. The allocation of resources for student remediation was disappointing to Angus since he felt remedies should be applied much earlier in the academic process.

Self-perception as teacher, contributed to a changed focus... more on education and less on content. The

identity in the "other" profession provided interest, and currency. His perspective was teacher; the "other" provided the real and personal basis for teaching in the classroom.

Satisfaction and enjoyment of working with young people were the best things about being a community college teacher. He enjoyed the autonomy and creativity the job provided. Deteriorations in the work environment were the worst. The job went down-hill. "It's what is coming into the system, not the teaching itself." The union was the wrong one for community college teachers; they were educators and not civil servants. The union promoted mediocrity.

In terms of advice to others contemplating community college teaching, Angus indicated that he would want to know more about the individuals, their expectations, and knowledge about the student body. A service orientation was required. He recommended they try community college teaching at night.

In a follow-up interview, Angus indicated that he had continued to reflect on issues which arose in the interview sessions. He felt more positive about the career change decision and wished to continue teaching after retirement. He recognized that students could not meet his expectations and looked forward to trying "different things", yet to be defined, in teaching.

Alex

Alex, at 62 years of age, had taught at the community college for 12 1/2 years. He had a diploma from a specialized European college and, after immigrating to Canada, worked in industry for 17 years. At the same time, he taught part-time at an industry-specific private school.

Alex was encouraged to consider a career change by college administration. Although he initially rejected the idea, he saw it as an opportunity for self-development and service (pre-eminent in the decision to teach). He wanted to share his experiences with students. In addition, the teaching position had status, would contribute to self-actualization, and give him time to spend with his family.

Based on his experience as a student at another community college, Alex expected the college to be a training institution for higher technical education, serving community needs, and with teachers drawn from industry. He saw Advisory Committee members accorded respect as professionals.

Anticipations of teaching were based on experiences as a part-time teacher. He expected an activity-based and sequenced curriculum, support from administration and colleagues, and motivated students. Anticipations about the curriculum, support and collegiality were accurate, the inaccuracies unexpected but explainable. He was surprised by politics of education, compulsory subjects, diversity of

students, amount of day-to-day adminstration, and the personal effort required.

Alex would make the same career change choice again. "Absolutely,... being a community college teacher is the best job on the face of the earth." The job broadened his vision, and provided opportunity to teach and develop personally and professionally in his field.

Several life experiences prepared him for teaching, including teaching siblings, soldiers and adult learners, and work experiences. He developed self-confidence, teaching techniques and communication skills, derived satisfaction from seeing people develop and grow, and obtained positive feedback from his attempts.

Alex used the term "teacher" on official forms and with acquaintances. He felt uncomfortable with "professor."

He felt like a teacher when promoted to sergeant with teaching responsibilities. Later on, in industry, he taught professional colleagues and staff. Familiarity with the subject matter and role, and the commitment to convey a message made him feel like a teacher. Initially the experience was frightening; he was unsure of his competency. However, in the military, industry and in part-time teaching, he got feedback which affirmed competency. "It felt wonderful. [He] felt respected as a teacher and professional."

Alex always maintained involvement with his "other"

profession as part of his job at the college. It included: initiatives to promote the program, the college, the students, himself and the graduates to and within the industry; special projects; and serving as a resource person for the industry on local, provincial and international levels. He recently formed a private consulting company. The activities were necessary for currency and credibility. "[He wanted] people to see Alex as this college and the college as Alex. Everything [was] done under the umbrella of this college."

He actively served in a variety of capacities in his professional association. Although this involvement diminished to enable others to participate, he continued to serve on a consultative basis.

Factors which helped Alex become a community college teacher included professional development workshops, resources, colleagues, students and necessity. In his first year as a teacher, Alex was the only full-time teacher running a new program. He had to rely on himself to generate resources. He also had to make sure the graduates were employable, thereby ensuring the continuance of the program and with it, his job.

In the second and third years, professional development workshops helped with teaching, and in meeting and learning from teaching colleagues. In subsequent years, important factors included a colleague, and a wider resource pool.

Development as a teacher was the result of changes in the program itself and in his own competency as he gained experience. In the early years Alex had to rely on himself and practical initiatives; later, refinements were possible. He was motivated by the philosophy that he "[could] always do better."

Nothing significant interfered with his becoming a teacher. His vision became a reality.

Self-identity as a teacher made Alex conscious about his responsibilities as a teacher and role model, both in the "other" and teaching professions. He wished to exhibit "fairness, compatibility, trustworthiness, and openness", and developed a philosophy about being a good teacher.

Alex indicated that identity as the "other" professional was required for credibility of himself with students, the institution, program, other faculty, and the industry. He could not and would not return to work as the "other." The industry focus was too limiting. He also thought that industry perceived his role differently because he was a teacher.

The best things about becoming a community college teacher included the students, colleagues (administrative and teaching), status and respect within the community and family, autonomy and personal development. The worst thing was the union which was confrontational and contributed to an erosion of professionalism and public accountability.

It was important to know the reasons why a person wanted to become a community college teacher. Alex believed a service orientation, a commitment to the "other" profession, and specific skills were required. He suggested hiring individuals with proven teaching ability acquired through part-time teaching.

In the follow-up interview, Alex indicated that the reflective experience positively affirmed his career change decision as "the best in his life", in contrast with other teachers in a similar position whom he found bitter. Since retiring, he moved in a new career direction, but one which incorporated teaching.

Alyssum

Alyssum was 45 years old. She worked full-time in her profession for eight years before joining the college as a technician. She subsequently taught on a part-time basis over a three-year period before being hired as a full-time teacher, which she has been for 11 1/2 years. Although she had no post-secondary degree, diploma or certificate on joining the college, she later obtained a B.A.

The primary reason for changing career was economic, followed by a need for autonomy and a job which would help meet a family need. Teaching would meet the economic need, provide status, and allow her time in the summer with her family. She felt capable of doing it.

College was anticipated as an institution which would provide scope for upward mobility. Anticipations of college teaching were based on personal observations while a technician and on part-time teaching. They included an opportunity for professional and personal growth while providing a practical training, fulfilling a number of different teacher roles, and using different educational methodologies. She expected a heavy but exciting workload, and the job to be challenging, requiring thought and creativity. The expectations were accurate.

There were no true surprises, but rather an increasing awareness of individual student differences, and concerns over administrative quality control for teachers and professional accountability.

Alyssum could not "think of a better career than teaching" and would make the same career choice again. She derived pleasure from teaching, work variety, and continued personal and professional growth and stimulation. Her values changed and became more congruent with the career.

Her working career and community organization activities prepared Alyssum for teaching by allowing her to develop practical skills useful in education, giving her self-confidence and personal satisfaction. Alyssum wanted to be more than what she was, and knew she could be more.

She experienced a transition in self-identification. Although on documents she used the terms "teacher" and

"teaching master", she initially felt uncomfortable identifying herself as such; in meeting new people she identified herself first with the "other" profession followed by "now a teacher." This changed to "teacher" or "teaching master" with acquaintances and on forms (unless college documents required "professor"). "Professor" was not used because of its association with university education, but Alyssum felt that community college teachers needed an identifiable title.

A cumulative realization, still ongoing, led to thinking of herself as a teacher, assisted by feedback through interpersonal interactions with students and faculty, mentoring new faculty, increased professional growth and understanding of the educative process, a greater knowledge base and the belief that "as a teacher, you don't ever arrive", you keep on learning. However, termination of remaining technician responsibilities was possibly a landmark since it effectively and administratively confirmed and affirmed her job as that of teacher. It felt good.

Alyssum expressed conflict and guilt about maintaining active involvement with the "other" profession. In addition to it being part of her job to maintain competency, congruency, currency, and credibility, there was a professional responsibility to work in her profession. However, working in the field was impractical for a variety of reasons which complicated employer/teacher relations.

She also felt an obligation to pursue learning about education. Yet as both a parent and teacher, she already had two full-time jobs, and by the end of the academic year, she felt burned out. As a result, active practice diminished and involvement became sporadic. Within the field, and for the level of competency required of graduates, Alyssum maintained currency through alternate means such as research.

Because professional credentials depended on professional association-related activities, Alyssum maintained membership in the organization.

Alyssum identified past experiences in community organizations, family, colleagues, students, being a student herself, mentoring and professional development as factors which helped her to become a teacher. In the first year, family members gave her the freedom to concentrate on and were supportive of the new job with its heavy workload. Her colleagues were a valuable resource.

In the second and third years, although family and other factors continued to play a role, students became most important, providing direct and indirect feedback. In subsequent years, students continued to be important. Professional development provided insight into teaching methods, an escape, and lots of scope for rejuvenation and new learning.

Development as a teacher changed as a result of the

amount of time spent with students, talking and thinking about them. Less time was spent on subject development in later years and more on refinements. Needs changed. "Different things come to light" over time. Alyssum felt an increased need to focus on teaching and professional development in education. Factors which interfered with becoming a teacher included administrative incompetence and colleagues. In the first year, administration failed to appreciate the role conflicts inherent in dual job responsibilities, complicating the evolution into full-time teacher, and also failed to provide adequate support to the fledgling vulnerable teacher. Attitudes of colleagues interfered with their effectiveness as mentors. Administration continued to be a factor in the next two years regarding role definition. In subsequent years, administration did not support teacher development; its actions impeded teaching. Budget limitations, college politics and faculty factions also surfaced. Changes were attributed to role clarification, increased family demands and an incapacity to effect change in the workplace in spite of personal efforts.

Self-perception as teacher affected how others, including students, colleagues and family related to Alyssum. Being a teacher increased her awareness of modelling correct "other" professional skills in educationally appropriate ways. It did not change her way

of tackling new responsibilities. Alyssum did not retain her "other" identity. The status distinction, and the narrowness of the role did not make returning to work in the former capacity a viable alternative.

The best things about becoming a community college teacher included: personal and professional growth; satisfaction derived from interpersonal relationships and working with students and colleagues; economic return, autonomy, flexibility, status associated with the career and in the workforce, and holidays. The worst things included workload which encroached on home life, and problems with administration affecting the business of education, professional accountability, and interpersonal relations.

Individuals considering a career change should assess what teaching means with respect to other aspects of life, possibly try it, and have patience and perseverance with students and patience with self in acquiring teaching skills and in teaching students with diverse learning styles.

The follow-up interview indicated that personal re-assessment was ongoing amid a conflict-ridden, uncertain and problematical internal work environment. Alyssum questioned whether she was a teacher in the eyes of the institution and herself. Larger educational issues had arisen and were being considered. Nevertheless, there remained a belief that her apprenticeship as a teacher was as valid as an official credential in becoming a teacher.

Taxonomy

Table 1 presents the data in their most reduced form, creating a taxonomy for distinguishing between and among the three participants. Each question is briefly noted on the left with individual responses indicated in the corresponding and appropriate columns. Except where ranking was required, no attempt was made to place the comments in order of significance. Headings, noted in boldface, were used if the data suggested such categorizations and where support was available in the literature review. The data were subsequently compared horizontally question by question, and vertically. The transcripts and taxonomy formed the basis for analysis of the findings.

Table 1

Taxonomy for Distinguishing Between and Among The Participants

QUESTION	ANGUS	ALEX	ALYSSUM
Gender	Male	Male	Female
Age	63	62	45
Joined Age	43	49	33
Education	Masters degree	Diploma	B.A. (after joining College)
Work Experience (Years) a) specific b) related c) other	 19 6 --	 17 17 (part-time) --	 8 (full-time) 3 (part-time) --
Community College Teacher (Years)	20	12.5	11.5
Ranked Reasons for Changing Career	**Personal** 1. Family need **Vocational** 1. Enjoy teaching **Personal** 3. Location	**Personal** 1. Development **Vocational** 2. Service	**Economic** 1. Necessity **Personal** 2. Autonomy 3. Family need
Ranked Reasons for Choosing Community College Teaching	**Personal** 1. Talent 1. Family need **Vocational** 1. Enjoy teaching **Personal** 4. Location	**Vocational** 1. Service 2. Status **Personal** 3. Development 4. Family	**Economic** 1. Necessity **Vocational** 1. Status **Personal** 3. Family need 4. Talent
Anticipations of: a) College	**Internal Work Environment** Teaching institution	**Internal Work Environment** Training institution, technical level, community focus, industry professionals teach **Personal Considerations** Respect	**Internal Work Environment** Institution **Personal Considerations** Potential for career advancement
Anticipations of: b) College Teaching	**Internal Work Environment** Collegiality, different teaching strategies and methodologies, motivated and committed students **Personal Considerations** Collegiality, enjoyment, use own education	**Internal Work Environment** Activity-based and sequenced curriculum, support, motivated students **Personal Considerations** Collegiality	**Internal Work Environment** Practical training, different roles, educational process **Personal Considerations** Hard work, personal and professional development, excitement, challenge, thought

QUESTION	ANGUS	ALEX	ALYSSUM
c) Accurate Anticipations	**Internal Work Environment** Different teaching strategies, support form colleagues **Personal Considerations** Enjoy teaching, collegiality (divisional)	**Internal Work Environment** Activity based and sequenced curriculum, support from administration and colleagues **Personal Considerations** Collegiality	**Internal Work Environment** Educational process, different roles, practical training, different responsibilities **Personal Considerations** Professional development, rewarding, workload, thought, challenge, creativity, excitement
d) Inaccurate Anticipations	**Internal Work Environment** Students, subject assignment, collegial attitudes and behaviour **Personal Considerations** Collegiality beyond division	**Internal Work Environment** Students, support **Personal Considerations** None	**Internal Work Environment** None **Personal Considerations** None
e) Surprises	**Internal Work Environment** Student promotion, subject assignment	**Internal Work Environment** Politics of education, compulsory subjects, student differences **Personal Considerations** Administrative activities, personal effort required	**Internal Work Environment** None, gradual realization: student differences, need for quality control and professional accountability
Repeat Decision to Teach	Uncertain, probably right for the time **Internal Work Environment** Erosion of College and division **Personal Considerations** Enjoyment, desire to mentor	Yes **Personal Considerations** Personal and professional development, currency	Yes **Personal Considerations** Enjoyment, service, personal and professional development, congruence of values and teaching, variety, stimulation
Experiences Which Prepared Individual for Community College Teaching	Yes, as a student, "other" career, part-time teaching, significant others	Yes, taught siblings and soldiers, "other" career, part-time teaching	Yes, "other" career, community activities
Influence on Career Change Decision	Not consciously (debt incurred) **Personal Considerations** Developed educational philosophy, skills, positive feedback, enjoyment, service orientation	**Personal Considerations** Personal development: skills, self, enjoyment, positive feedback	**Personal Considerations** Personal development: skills, self, enjoyment, ambition, positive feedback
Identity on Forms, First Year	Teaching master, (abroad) college professor	Teacher	Discomfort with teacher, used it
Identity with New Acquaintances, First Year	College teacher (context)	Teacher (context)	"Other" professional, now a teacher (context)
Identity on Forms, 1991	(University) professor	Teacher	Teacher, teaching master, professor (only as required)

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QUESTION	ANGUS	ALEX	ALYSSUM
Identity with New Acquaintances, 1991	College teacher (context), teach at a university	Teacher	Teacher, teaching master (context)
First Think of Self as a Teacher	First class as part-time teacher: role, feedback, self-concept, familiar subject	Promotion to sergeant, also experiences in industry: related role, feedback, familiar material, message to give	Cumulative realization, role clarification, feedback, professional development, knowledge base, philosophy, mentoring, experience
How it Felt	Scared, pride, enjoyable	Frightening, insecure, wonderful, respected	Good, satisfying
Maintained Involvement with "Other" Profession	Yes	Yes	Yes
Capacity	Reading in field, consultant/advisor, specialist, author	Special projects, resource to industry, program initiatives, consultant	Research: academic & practical, as employee
Frequency	Daily and on demand	Monthly	Infrequent as employee
Part of Job at College	Yes, currency	Yes, profile of self, college, faculty, and graduates in industry; currency, credibility (in industry and college)	Yes, currency, competency, "other" professional obligation, credibility, educational obligation, congruency
Identity with "Other" Professional Colleagues	Teacher, advisor, consultant, professional designation	Teacher	Teacher
Account for Difference	Context, credibility	Not applicable	Not applicable
Professional Affiliations	Associations	Associations	Associations
Extent of Involvement	Occasional as audience, for journals	Held various posts over the years	To maintain credentials
Change in Involvement with "Other"	Stayed the same	Diminished somewhat of late	Same for credentials, decreased re practise
Account for This	**Internal Work Environment** College priority, interest in education **External Environment** Ease of maintaining currency and expertise	**External Environment** New nucleus required in association	**Internal Work Environment** Ease of maintaining currency, interest in education **External Environment** Role conflict, impracticality **Personal Considerations** 2 full-time jobs: parent, teacher; burn-out at end of academic year, recognize other aspects of life

QUESTION	ANGUS	ALEX	ALYSSUM
Factors which Helped the Individual to Become a Community College Teacher	Colleagues, students, resources, professional development, experience, program development, role models	Colleagues, students through-out, professional development, necessity, resources	Colleagues, students, being a student, professional development, mentoring, family, community organizations
Most Significant in Year One	Colleagues: as resources and support, teacher role models, content focus	Resources, necessity	Family support, colleagues: as resources
Most significant in Years Two and Three	Professional development, resources, colleagues, experience, students, program development	Professional development: topics, interaction	Students
In Subsequent Years	Mentoring newer teachers, students	Colleague, resources	Students, professional development
Account for the Changing Factors	Differences: students, semesters, curriculum experience: competence, skills, self-awareness	Necessity vs. having colleague, experience: competence, refinements, personal philosophy	Time allocation: favours students' experience: refinements, focus on education, needs change
Interfered with Becoming a Community College Teacher	Personal expectations of students	Refused job at first, industry politics, college politics	Administration, colleagues
Most Significant in 1st Year	Personal expectations of students	Industry politics, college politics	Administration: role definition, supervision; colleagues
Most Significant in 2nd and 3rd Years	As above	None	Administration: role definition
Most Significant in Subsequent Years	As above, administration	None	Administration: support, actions; college politics, budget, colleagues
Account for Factors Changing	No solutions, no changes, administrative actions, union activity	Vision became reality, program accepted and recognized, graduates got jobs	Role clarified, incapacity to effect change, family responsibilities, vulnerability
Has Changed Perception to Teacher Made a Difference	Yes, thinks of self as teacher first	Yes, aware of responsibilities and role of teacher to students and industry	Yes and no
Explanation	Affects perceptions of self toward "other", focus on teaching and education	Affects perceptions and actions toward role as teacher and professional; developed educational philosophy, needs professional identity, but would not go back, affects perceptions of industry	Affects perceptions and actions of others toward self, techniques of dealing with new job remained the same, could not go back to "other", perceptions of self: modelling

QUESTION	ANGUS	ALEX	ALYSSUM
Best Things About Becoming a Community College Teacher	**Personal Considerations** Pleasure, satisfaction, service: helping, autonomy, creativity **Internal Work Environment** Autonomy, creativity	**Personal Considerations** Status and respect in community and with family, personal development, autonomy **Internal Work Environment** Students, colleagues: faculty and administration	**Personal Considerations** Pleasure, satisfaction, personal and professional development, status, autonomy, flexibility **Internal Work Environment** Status and equality, holidays, economic independence
Worst Things About Becoming a Community College Teacher	**Internal Work Environment** erosion of job, union: wrong one **External Environment** What comes into system	**Internal Work Environment** Union: confrontation, accountability: erosion of professional and public accountability	**Internal Work Environment** Administration: problems, accountability (formative evaluation) support **Personal Considerations** Workload
Advice to Others About Becoming a Community College Teacher	Individualize: know person, expectations and knowledge of student body, service orientation required, try it	Determine reasons for teaching, service orientation required, commitment to "other" profession, specific skills required, try it, hire those with proven ability	Perseverance and patience with students, patience with self, assess what it means with respect to other aspects of life, try it

Findings

By Question

Reasons for changing career[1] were quite diverse. Angus' wife became ill; he needed to care for a young family. Alyssum became a single parent and needed a career with a higher economic return. Alex was approached by college administrators to consider a career change. Of the total reasons offered, over half were personal (family need, location, personal development, and autonomy). Two expressed vocational reasons: enjoyment of teaching (Angus), and sense of service (Alex). Only Alyssum mentioned economic factors for a career change.

Of the reasons mentioned for **choosing community college teaching**, over half were personal. Two individuals placed equal importance on more than one factor. The factors and their ranking did not necessarily correspond to those offered for changing career. Family need and enjoyment of teaching remained pre-eminent for Angus, and for Alyssum, economic necessity and family need maintained their placement. Other factors surfaced and some switched places. Angus had a talent for teaching (equally important as family need and enjoyment of teaching). Alex added status and availability for family, and reversed ranking for service and personal development. Alyssum cited status and talent,

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[1] To assist the reader, bolding has been used to highlight interview questions.

dropping autonomy.

The **anticipations of the community college institution** involved the internal working environment, and personal considerations (categorizations suggested by Faddis, 1979). Angus considered college as a teaching institution, Alex as a training institution providing technical-level training taught by industry professionals to meet specific community needs. Alyssum considered it an institution. Angus based his expectations on personal experiences with American institutions, whereas Alex based his on personal experiences with a similar Ontario community college institution. Alyssum had no such association. Two had personal anticipations (Alex expected respect based on treatment of industry professionals in an advisory committee; Alyssum expected upward mobility).

College teaching anticipations were characterized by internal working environment and personal considerations. Anticipations were based on experiences and observations. The choice and relevance of experiences and/or observations were individual. Anticipations attributable to the internal working environment included curriculum, educational process, support and the people involved. Angus anticipated interactions with students, divisional and other teaching colleagues, the use of a variety of teaching methodologies and strategies to suit the subject matter, and a body of motivated students. Alex anticipated motivated students,

expected activity-based and sequenced curriculum and support from the institution. Alyssum held similar expectations to Alex about the curriculum, anticipating a practical training, and similar to Angus in expecting an educational process involving different roles for the teacher, and teaching methodologies. Alyssum identified additional roles (counselling and tutoring) and educational strategies to meet student needs. Each person anticipated teaching personally, but there were differences in content and number of the expectations. All three anticipated psychic rewards. Angus and Alex held expectations of collegiality with people, especially fellow teachers. Angus anticipated enjoyment in the career change. Alyssum expected a heavy but challenging workload that would be creative and thought-provoking. The job would be exciting and rewarding.

Expectations were met in all but a few areas. Angus and Alex found anticipations of motivated students inaccurate. Discussion of **inaccuracies** elicited other expectations previously not mentioned. Angus was dissatisfied with attitudes and behaviours observed in other faculty, and concerned about faculty assignment. Sometimes the inaccuracies were explainable. Alex noted lack of support but, in context, he understood why and ignored it. Angus' expectation of collegiality was most accurate for divisional colleagues.

The reality of becoming a full-time community college

teacher held **surprises** for Alex and Angus. Most involved the internal working environment and educational process. Angus was surprised by the process of student promotion; it had educational benefits for the faculty and students. Work assignment was also a surprise. Alex was surprised by some of the internal politics of education, the inclusion of compulsory subjects in the curriculum, and the diversity of the students. Alyssum interpreted surprise as a sudden event; the reality held no surprises. New things came to light about educational process and administrative support. She was increasingly aware of student differences and a need to address them educationally, and expressed concern about administrative actions. Alex was the only one to note surprises in a personal sphere (daily administration, the personal effort required).

When asked if they would **repeat the same career change** choice, two said yes (Alex said "absolutely", Alyssum could not "think of a better career"), while Angus expressed uncertainty. Personal considerations affirmed the decision. Common elements included enjoyment and development (two of the three). Angus enjoyed teaching, and wanted to mentor. Alex experienced personal and professional development and remained current in his "other" profession. Alyssum enjoyed teaching, the variety and stimulation, liked helping students, experienced personal and professional development, and found teaching compatible with her values. Internal

work environment mitigated against the decision. Angus noted the erosion of the college and division.

Experiences which prepared the participants for community college teaching were drawn from the distant and not so distant past, and from the "other" profession. Angus drew on experiences as a student, employer and employee in his "other" profession, on significant others who had contributed to him, and on part-time teaching. Alex drew on teaching siblings, and soldiers, on his employer/employee responsibilities in his "other" profession, and part-time teaching. Alyssum drew on responsibilities as an employee in the "other" profession, on a variety of community work activities, and work as a technician. She reflected on teachers from high school and university, and feminists involved in the community projects.

Experiences influenced the decisions to teach, although Angus indicated, not consciously. The influences were personal; enjoyment, feedback, and skill development were consistent factors. Angus acquired people skills, derived enjoyment from his teaching activities and received positive feedback. He developed an interpersonal philosophy applicable to teaching. Teaching was a way of paying back a debt to others. Alex developed communication/language skills. He derived enjoyment from teaching and related activities, obtained positive feedback, and developed self-confidence. Alyssum acquired practical organizational,

written and verbal communication skills, self-confidence and personal encouragement from community work. She enjoyed her interaction with students in the technician role and got positive feedback. She developed ambition to become a teacher.

When asked to respond how they **identified themselves** on official forms in their first year and with new acquaintances, both Angus and Alex identified themselves as "teachers" in one form or another (context related). Angus was a "teaching master", except on travelling in the U.S.A. where college "professor" was the more usual and understood title. Alex was a "teacher". Alyssum experienced some discomfort in using the term "teacher", although she applied it on official forms. She identified herself first in terms of the "other" profession, and tacked on "now a 'teacher'." All expressed discomfort with the collective agreement designation of "professor" for community college teachers. Angus employed the term "professor" because he taught part-time at a university. Alex continued to use "teacher" on forms and with people. Alyssum used "professor" when required on college forms, but otherwise used the terms "teaching master" or "teacher."

Perception of self as teacher was not necessarily tied to acquisition of or participation in the role as full-time college teacher, although with Angus and Alex, it was tied to teaching and teaching-related activities, to teaching

familiar material, and positive feedback. Feelings associated with the perception of self as teacher were positive. Angus was a teacher in the very first class in which he taught part-time. He fulfilled the role, taught subjects he was familiar with, engaged the students, communicated information, and fielded questions. The immediate feedback was positive and the administration asked him to teach other classes. Although initially frightened of the students, he enjoyed teaching and he felt his children were proud of him as a teacher. Alex felt a teacher on promotion to sergeant; he taught recruits. The perception was subsequently reinforced through career-specific activities which were teaching related and which provided positive feedback. He felt he had a message to give. The experience was frightening at first and he felt insecure about his ability to teach army peers. Being a teacher felt wonderful; as a teacher he felt respected. Alyssum became a teacher over time; it was a cumulative experience that did not stop (a teacher "never arrived"). The perception of self as teacher was reinforced by interpersonal interactions with students and faculty, mentoring new faculty, and experience which manifested itself in increased professional growth and understanding of the educative process, a greater knowledge base, and life long learning. Role clarification conveyed formal recognition by administration that she was a community

college teacher. Being a teacher felt good and deeply satisfying.

All maintained **involvement** with the other profession, seeing it as part of the job, required for currency. However, the forms it took, and the degree of involvement varied. Angus was surrounded by his field; he maintained involvement through daily reading. He also wrote in the area. He did specialty work on demand for himself and others. Alex involved himself at least monthly in the industry in different ways to enhance the profile of the college, faculty, himself and graduates as relevant, current, and credible. Alyssum engaged in practical and academic research, and sporadically worked as an employee in her specialty. It was necessary for currency, competence, credibility, and educational/professional congruency. There was an obligation as "other" professional to maintain involvement, and as a teacher to develop as an educator.

All maintained **identity** as teacher with **professional colleagues**, although Angus used "other" professional designations as deemed appropriate for the context for credibility. Alex said people in industry saw him as a teacher. Alyssum indicated that her college affiliation was known in the "other" professional community.

All **maintained involvement** with the "other" profession **through membership** in associations, although the extent and purpose of the involvement varied. Angus joined for access

to the occasional professional meeting and for the professional journals. Alex was involved in association work, holding a variety of posts and active locally, provincially, nationally and internationally. Alyssum maintained membership and engaged in professional development activities approved by her association in order to maintain credentials.

Factors implicated in the **level of involvement** with the "other" profession were divisible into internal work environment, external environment and personal considerations. Involvement remained the same for Angus. He was interested in the "other" only as it applied to education. The external environment permitted easy maintenance of currency and expertise through consulting and ready access to information. However, involvement had decreased for Alex and Alyssum. Alex felt the external association needed a new "nucleus." He stepped aside to allow others to participate while maintaining a consultative role. Alyssum was obliged to maintain professional credentials; the level and type of training made it relatively easy to maintain currency, and the focus was on education, all of which contributed to some type of, but a reduced need for practical involvement. In addition, personal considerations such as role conflict (parent/teacher), fatigue/burn out, and need to recognize other aspects of life mitigated against such involvement.

The external environment contributed to a less active involvement. Alyssum cited role conflicts (employer/ employee/fellow employees) and financial/status considerations as contributing factors.

Common factors which helped individuals to become community college teachers included colleagues, professional development and students. Two cited resources (in addition to colleagues), and experience. Other factors were individual. Angus cited program development and role models, Alex noted necessity, and Alyssum mentioned being a student, mentoring, community organizations and family. Participants generally selected the most significant factors in Year One, Years Two/Three and subsequently, from this list, but occasionally new factors were added (Angus noted mentoring and content focus with the subject).

The most common factor **in Year One** was colleagues. They provided support (Angus) and acted as resources (Alyssum and Angus). Alex relied on other types of resources and of necessity, was reliant on himself. Alyssum found additional and valued support from family which permitted her time and energy to devote to her new job. Angus took a content focus to get him through the teaching assignment which was not his forte, and drew on teacher role models for teaching strategies.

Professional development (Angus and Alex), and students (Alyssum and Angus) featured in **Years Two/Three**.

Professional development acted as a resource and source of interaction with teaching colleagues. Both students (Alyssum and Angus) and experiences (Angus) provided feedback to the teacher. Angus located additional resources to draw on and noted colleagues as important for curriculum discussions and development. Responsibility for curriculum development was a significant factor in becoming a teacher.

In **subsequent years**, different influences were cited. Alyssum and Angus indicated the importance of students. Angus mentored new faculty. Alex had a colleague with whom to interact, and acquired other resources. Alyssum found professional development significant.

All cited experience as the reason for developing as a teacher. For Angus, experiences generated competence, skill development and self-awareness as a teacher. For Alex, experience contributed to competence, and to refinements. Alyssum saw a shift from subject development to refinements, increased need to focus on teaching and education, and meeting new needs as they arose. Alex mentioned the rhythm of the year: different students, different curriculum, different semesters, program changes, and the addition of a colleague. His personal philosophy of trying to do better was an incentive. Alyssum thought time devoted to working with and thinking about and planning for students made their role the most significant in helping a person become a teacher.

Only Alex thought that nothing really **interfered** with becoming a community college teacher. He had a vision for the program which was realized. Angus and Alyssum identified personal and internal work conditions which interfered; both expressed helplessness in the face of some problems. Angus described how his personal expectations of students was a continual source of aggravation, frustration, and disappointment which had no change or solution. In subsequent years, administrative actions and union activity were additional interferences affecting how he felt about the college, division and his association with it. Alyssum identified administration as a continuing source of aggravation, frustration, and disappointment with no change or solution, although the nature of the problems changed over the years. College budget and politics, collegial factions and attitudes were mentioned in subsequent years. Inability to effect change in spite of personal efforts, added family responsibilities and feelings of vulnerability (notably early on) accounted for changes in developmental factors.

Thinking about **oneself as a teacher** made a difference, affecting perceptions in a number of different ways. Angus thought of himself as a teacher first, it affected how he perceived his "other" profession and how he dealt with information related to it. Being a teacher meant he looked at everything through that perspective. Alex became aware

of his responsibilities and role of teacher to students and the industry. He was concerned about being an appropriate role model and ascribed to it a number of attributes which he wished to emulate. He espoused an educational philosophy. He believed that being a teacher affected the perceptions of the industry toward him. Industry saw him as a teacher, and knowledgeable individual who could represent the industry. A return to his "other" profession in a similar capacity to before was inappropriate, too confining. Alyssum indicated that being a teacher influenced the perceptions and actions of others toward her, including family, colleagues, and students. It increased her awareness of modelling professional behaviour in educationally appropriate ways. Nevertheless, some things did not change. The way she approached any new job was predicated on techniques she developed as the "other" professional. She would not consider returning to the "other" (drop in status and narrowness of the role); it was not a viable alternative.

The **best things** about becoming a community college teacher were primarily attributable to personal considerations, although each participant noted the internal working environment. All noted autonomy in teaching. Participants commented on psychic rewards (Alyssum, and Angus), personal development (Alyssum and Alex), and status within the family (Alyssum and Alex). Other factors

included creativity and service (Angus), status and respect in the community (Alex), professional development and flexibility (Alyssum). Internal work environment factors included autonomy and creativity (Angus), and status (Alyssum). Others included interpersonal relations with faculty and administration (Alex), the students (Alex), equality, holidays, and economic return (Alyssum).

The **worst things** were primarily internal work environment factors. Alex and Angus cited the union. Angus said it was the wrong one; it fostered mediocrity. Alex noted the confrontational attitude, and erosion of professionalism and public accountability. Angus was concerned about erosion of the job. Alyssum targeted problems with administration, its support, and accountability. The only external environmental factor was cited by Angus (what came into the system), and the only personal consideration mentioned by Alyssum was workload.

Advice to those contemplating community college teaching included "try it" (all three). Angus and Alex noted a service orientation and a desire to help students. Angus felt it was important to individualize the advice, know the person's expectations, and knowledge of the student body. Alex said it was important to know the reasons for wanting to teach, special skills were required, there should be a commitment to the "other" profession, and only those should be hired who have proven teaching ability. Alyssum

identified certain personal characteristics as important for the students and self; the person should consider the commitment and impact of teaching on other aspects of life.

Collective Findings

The factors and sets of factors outlined in Table 1 suggested a number of common themes and generalizations applicable to all the participants.

Personal factors seemed especially important in the **career change decision and in choosing teaching**, followed by vocational and then economic.

Anticipations of the institution and college teaching seemed to depend on previous acquaintanceship with both. Whereas expectations of the college were primarily related to the internal work environment, college teaching was anticipated in two spheres: expectations about the internal work environment and personal considerations. Most anticipations were met. Inaccurate anticipations tended to be internal work environment factors rather than personal considerations. Each participant experienced surprises, although for one, they came as gradual realizations.

Repeat of the decision to teach was associated with personal considerations.

Each had **experiences**, including some in the "other" career which prepared him or her to teach at college. The influence on the career change decision was personal and, in

each case, consistent factors included enjoyment or pleasure and positive feedback.

Identity as teacher was context-related, and generally elicited positive feelings. Maintaining involvement with the "other" profession was part of the job for currency. Generally, the "other" profession acknowledged the teacher identity. All belonged to "other" professional associations.

Consistent factors which **helped** the participants become community college teachers included people (colleagues and/or students) and professional development. Experience affected the significant factors identified in subsequent years.

Self-perception as teacher made a difference in relationships with others and to the "other" profession.

The **best things** about becoming a community college teacher were primarily personal, followed by fewer internal work environment factors. The **worst things** were primarily internal work environment factors.

The only question demonstrating vertical consistency beyond the boundaries of linked questions was the last one asked. It dealt with advice to individuals **contemplating** a career change to college teaching. The responses illustrated a collective reiteration of influences each had mentioned earlier. However, the data were unique to each participant. The only common theme was to "try it."

Interpretation of the Findings

In this part of the chapter several research perspectives, including career choice and change, career development and transition, and personal development are used to analyze the narratives and findings.

Although making sense of the findings was complicated by the lack of correspondence between this study and other study problems, purposes, populations, and designs, it was possible to discern themes, similarities, and differences in participant responses.

Pre-entry

Factors.

The study findings confirmed career change factors suggested by the literature review. Career change and choice decisions were influenced by personal, vocational and economic sets of factors which were related to three spheres of life (self, career and family). The factors conveyed that the decisions were made within a social environment (Okun, 1984). The predominance of personal factors over vocational or economic in the career change and choice decisions was consistent with the importance of work in self-identity (Whitbourne, 1986). Generativity (Erikson, 1959) was realizable in helping families and students.

The literature reviewed in Chapter Two suggested that career changes were made primarily for positive reasons with

various benefits accruing to the individual (Smith, 1983; Resnik & Mason, 1988). Career change was initiated for, or changers derived from it, personal and/or professional growth and satisfaction (e.g., Smith, 1983; Brenner & Singer, 1988; Resnik & Mason, 1988; Kanchier & Unruh, 1989). Individuals switching to teaching expressed interest in teaching, service and commitment (e.g., Resnik & Mason, 1988; Harris & Wittkamper, 1986).

The study findings were similar. Alex indicated that personal development, and sense of service were influencing factors in both the career change and decision to teach. He subsequently derived considerable personal satisfaction and recognition in his new job as teacher. Alyssum anticipated opportunity within the institution for career advancement. The change enabled her to grow personally and professionally. Angus cited enjoyment of teaching, perceived talent, and a wish to pass on to students what he had learned throughout his career. Part-time experiences provided actual positive opportunities to practice teaching and to develop self-confidence, and competence suggestive of self-efficacy (Bandura & Walters, 1963; Kelly, 1963).

Occupational choice.

Positive attributes and other factors related to family, economics, and vocation suggested that the decisions to change career and to choose teaching were less influenced

by career dissatisfaction than relative attractiveness of an achievable alternative as suggested by Lewin (cited in Huse, 1980).

Holland's trait theory of occupational choice (1973) assumed the decision was made on the basis of best fit or congruency. It suggested that community college teachers expressed through the career change, some part of the personality unfulfilled by the "other" profession alone. Although the theory was useful in looking at Alyssum's search for a career which provided status, autonomy and personal/professional satisfaction unavailable in her "other" profession, the theory broke down when examining participant work histories with the years of part-time teaching. Holland's theory would have predicted an earlier career change to achieve career/personality trait congruence.

Super's theory of occupation as an expression of self-concept (cited in Brookes & German, 1983) offered partial correspondence between the participants' career changes at ages 33, 43, and 49 and life stages (establishment or maintenance). It was arguable, for example, that Alyssum and Angus were in the career establishment stage working to achieve and confirm occupational choice. However, Super's theory placed Alex, at 49 years of age, in the maintenance stage. Since Alex did require some persuasion to consider and make a career change, this could be appropriate.

Nevertheless, he did change. Furthermore, the theory had similar difficulty to Holland's (cited in Faddis, 1979) in addressing part-time teaching. Part-time teaching could be described as an expression of role-playing and reality-testing, but the theory failed to address dual-careers, or positive pursuit of new ventures at the deceleration stage of life. Although some of Angus' career activity (consulting, part-time teaching) might be attributable, at 63 years of age, to distancing and separating himself from aspects of the institution and work environment, disengagement did not describe Alex's entrepreneurial and energetic pursuit of a new career which was more appropriate to career establishment stage.

Rhodes and Doering (1983) proposed an integrated model of career change. The model was based on the notion that job or career dissatisfaction and other factors determined the career change decision. The assumed mechanism of movement was rational decision making employing the current career as a basis for comparison for the self or alternative career opportunities. The decision to change subsequently precipitated specific activities designed to identify an occupation, and make the career change.

The model was useful in explaining Alyssum's history. She felt trapped in a career that offered no advancement, had limited opportunity for personal or professional growth, and limited economic return. Perceived person/organization/

work environment/desired performance goal correspondences were all negative. In addition, there were personal and other factors (single parent, and lack of degree), and lack of perceived alternative career opportunities. Once a career alternative emerged (teaching at a community college), long-standing thoughts of career change crystallized into actual search, intention to change career, preparation and actual change.

However, the theory was less helpful in explaining career changes experienced by Alex and Angus. Positive attributes in the perceived alternative opportunity seemed more important than negative in seeking a new career. Alex was approached by college administration to consider a career change. The influencing factors, in his case, were primarily personal development and service. The decision to teach added life-style factors (time for family), and vocational status. His continued monthly involvement with the "other" profession over twelve and a half years belied the model's attribution of career dissatisfaction. Commitment to it was cited as a prerequisite for prospective community college teachers. Angus, like Alex, was influenced for positive reasons (enjoyed teaching, thought he had a talent for it) and other factors (spouse ill, need to care for children, and to stay in the same location). He perceived alternative opportunities, but pursued teaching for the reasons cited. For Angus and Alex, Lewin's theory

was more explanatory with factors encouraging change outweighing those for maintenance of the status quo.

Characteristics.

The literature review also indicated that changers appeared to be risk-takers (Kanchier & Unruh, 1989; Brenner & Singer, 1988). This was indirectly discerned in the narrative biographies. In making the switch, Alex "weighed the sacrifices, but then looked at the long range." Potential opportunity off-set risks associated with change into teaching. Alyssum's economic and personal considerations suggested risk-taking by necessity. In addition, for all the participants, risk-taking was off-set by positive part-time teaching experiences.

Crises (Perosa and Perosa, 1984; Kanchier and Unruh, 1989) were associated with career change, and intensified feelings about it. Both Alyssum and Angus experienced crises and loss which contributed to career re-assessment and career change activity.

Pre-entry socialization.

Both the literature review (Bandura & Walters, 1963; Cohen, 1983; Mager et al., 1986; Krau, 1983; Diederich, 1987; Fink, 1984) and the data indicated that transition to teacher began before the actual career change. Pre-socialization was illustrated in various anticipations

expressed about the institution and college teaching.

Expectations derived from experiences as students and employees were expressed as anticipations about the organization, internal work environment, interpersonal relationships, job expectations, personal expectations, and teacher roles. Expectations derived from people involved mentors and teachers who served as role models for teacher behaviour anticipations.

Social learning theory suggested that through a process called abstract modelling, observed, actual, similar and vicarious experiences, reports and inferences could be employed in learning chunks of complex novel behaviour. This was assisted by positive reinforcement and self-efficacy which encouraged replication of behaviour (Bandura & Walters, 1963). The more the experience approached reality, the more learning was facilitated (Brundage & MacKeracher, 1980).

However, while many of the expectations were met, some were not, and there were surprises. The incompleteness suggested that before entry, the participants did not fully or clearly understand the role of teacher, students and support (Allain, 1985). Since salience, quantity, quality, veracity, and congruence of information and people were important attributes (Bandura & Walters, 1963; Lindquist, 1978; Faddis, 1979) in career change socialization, this presented potential problems in career transition.

Information gaps, however, might also be attributable to other organizational or environmental factors. Because Angus joined the college almost at the beginning of its existence, the mandate of the community college, character and impact of the institution were little understood. Angus' anticipations were also coloured by what he understood of colleges in the U.S.A. and by a conservative educational experience (Brundage & MacKeracher, 1980). Although Alyssum and Alex joined the institution at a later date, their knowledge was also deficient. Both joined programs which were new or relatively new to the institution. This precluded prior association with the program, graduates or college institution. Moving into newly created jobs exposed job changers to patterns "of informal, random, disjunctive and variable socialization", "higher levels of discretion", and "greater personal change" (West, Nicholson, & Rees, 1987, pp. 104-107). Alyssum, for example, experienced problems with role definition.

Entry

Entry into teaching was variously characterized in the literature review in terms of survival, reality shock, career commitment and mastery, experimentation and activism, self-assessment, coming to terms, conservatism and disengagement (Christensen et al., 1983; Sikes, 1985; Allain, 1985; Huberman, 1989; Webb & Sikes, 1989). Both

positive and negative outcomes were possible (Fink, 1984; Sikes, 1985; Webb & Sikes, 1989; Huberman, 1989). Zones of stability, such as those provided by established occupational skill, knowledge and competence (DeLong, 1987) facilitated career transition.

Reality shock.

Webb and Sikes (1989) and Fink (1984) enumerated a number of factors which contributed to reality shock: lack of help (Alex), poor workload assignments (Angus), and student characteristics (Angus, Alex). Reality shock was also induced by discrepancies between pre-entry anticipations and the realities of the new career. When anticipations were not accurate, and when there were surprises, such as with prescribed curriculum, promotion committees and un-met expectations about student motivation and commitment, the inaccuracies and information gaps contributed to confusion, conflict, uncertainty, and anxiety upon entry into the new career (Lindquist, 1978; Tardiff, 1985; Cameron & Ulrich, 1986; Webb & Sikes, 1989). Discrepancies were potential or actual sources of stress (Mager et al., 1986).

The anticipations of the institution suggested that Alyssum had the least acquaintanceship with community colleges (they were institutions), whereas Alex had the most (he had experience as a student with a sister college in

Ontario). However, anticipations about college teaching suggested that of the three participants, Alyssum had the most comprehensive grasp of what teaching was all about. Accuracy of anticipations appeared to rest on whether or not the person was in a position to acquire the most congruent, relevant, and accurate information. Since Alyssum was employed as a technician, she was able to see teachers at work, and interact with students in the very same program and institution in which she would later teach part-time and eventually full-time.

Nevertheless, caution in interpretation is advisable. Perhaps the reason that so many of the anticipations were met had more to do with self-fulfilling prophecy than accurate pre-entry information.

Stress points.

Stress points or areas of vulnerability in coping with change (Mager et al., 1986), were illustrated by factors which interfered with development. Both Alyssum and Angus indicated that they were stymied in effecting transitions in two areas of their professional lives. Angus indicated that his personal expectations of students interfered with becoming a teacher. Students were not as motivated and committed as anticipated. Alyssum experienced continued frustration and disappointment with administration. The feelings of helplessness in effecting change were suggestive

of reactive strategies, attachment to familiar strategies and rigidity (Hopson & Adams, 1976) characteristic of immobilization. Alyssum acknowledged avoidance as a strategy, and a secondment provided temporary withdrawal from the situation. Both appeared to be immobilized, unable to see solutions, manage change or let go. Both remained concerned about the lack of change.

On the other hand, Alex was involved with a new program for which he had a clearly defined vision. As the only program teacher, he had a measure of control over the program and himself and was able to undertake a number of proactive initiatives (Hopson & Adams, 1976) necessary to ensure a successful start for students, himself and the program. Mager et al. (1986) determined that where teachers had control and could direct the events that affected them, stress was relieved.

Other stress points involved the mechanics of change (Mager et al., 1986) and administration. A subject assignment outside of Angus' expertise resulted in a stressful semester of teaching, relieved only by engaging in proactive strategies such as concentrating on subject content and engaging the support of a helpful colleague.

Interpersonal relationships were also problematic. Alex lacked collegial support until later; as a result, he was reliant on himself. Angus wanted to get to know people beyond the division, and found it difficult; certain

behaviours and attitudes of his colleagues concerned him. Alyssum found that attitudes interfered with her using colleagues as best she might as mentors.

Survival strategies.

Sikes (1985) emphasized social learning, development of a personal pedagogy and identity as teacher. Community college teachers had the potential to transfer learning from various sources (Bandura & Walters, 1963). As employees, and employers, managers and workers, the participants acquired human relations skills and problem-solving skills. They had also developed philosophies, attitudes, and work-related strategies. Through work and part-time teaching, they developed some skills which helped prepare them for full-time teaching careers. In addition, they were able to rely on their occupational areas of expertise for which they were hired.

Accurate anticipations, generated from knowledge, presented areas of stability or areas of change with which the individual could more readily cope (DeLong, 1987). The cognitive representations were readily dealt with through abstract modelling (Bandura & Walters, 1963), assimilation (Piaget & Inhelder, 1969) and integration (Kegan, 1982) into previously held understandings (Kelly, 1963) of teaching roles and behaviours. The mechanisms enabled participants to derive greater understandings of selves as teachers

within the college environment in spite of the fact that none were trained teachers.

Survival also included generating support from resources, colleagues and students (Mager et al., 1986). Angus and Alyssum had colleagues in their respective programs, who offered support of both a collegial and resource nature. In addition, Alyssum looked beyond the immediate work environment. She drew on family to give her the freedom to devote herself to a demanding new job, and for relief when exhausted.

Allain (1985) and Fink (1984) indicated that first year teachers were more likely to adhere to a prescribed teacher role and to teach in a traditional manner. Although the findings were not explicit, they were suggestive. In the first semester, Angus drew upon teaching practices from teachers past and present. He was concerned with subject content and resolved problems by increasing structure in testing and in informal teaching/evaluation policies. Angus and Alex also held somewhat traditional expectations of students, their behaviour, and attitudes (Brundage & MacKeracher, 1980).

However, Fink (1984) indicated that first year teachers made efforts to improve through a variety of self-initiated, institutional, and professional development activities. All relied on a variety of human and other resources. In the second year, they engaged in and benefitted from

professional development activities provided by the institution. The reliance on professional development in the second, as opposed to the first year, suggested either that survival took precedence over development and/or that the participants were unable to participate in institutionally scheduled activities.

In total, community college teachers had much to learn in order to adapt. McLean (1979) indicated that part-time teachers in community colleges learned under adverse conditions and were reliant on unplanned informal learning. It seemed that the three participants did much the same, seeking and using resources to learn as they proceeded in their respective careers. Such developmental changes were seen in the significant factors which helped them to become community college teachers. As adult learners, the participants learned whatever they personally perceived they needed and could accommodate within a specific context (Brundage & MacKeracher, 1980). Alyssum, for example, was constrained by conflicting responsibilities to family and career. There were also work environment constraints in which program and institutional direction and support were problematic. Alex had to rely on himself for the day-to-day operation of his program. Alyssum felt that administration was insufficiently concerned about educational excellence and accountability.

Career Development

Developmental transitions were demonstrated through increased mastery of subjects and teaching skills, implementation of refinements, and increasing awareness of student needs demonstrated by the participants (Christensen et al., 1983; Sikes, 1985; Allain, 1985; Huberman, 1989). Collectively, the participants identified differences in students, curriculum, semesters (Angus), experience (Angus, Alex, and Alyssum), philosophy (Alex), necessity (Alex), and time allocation (Alyssum).

In Years Two and Three, the most significant developmental factors included students (Alyssum and Angus), professional development (Angus, Alex), and additional resources, colleagues and program developments (Angus). In subsequent years, they included mentoring teachers and students (Angus), colleague and innovative resources (Alex), and students and professional development (Alyssum).

The changes indicated active coordination and integration of the self with the teaching situation (Hopson & Adams, 1976). Initially, the teachers were more concerned with themselves and sought support through resources and people, and with subjects, but this changed over time to include acknowledgement of a larger milieu, conceptualization and formulation of teaching strategies and activities to deal with student problems, and professional development needs.

Personal and professional transformations were also apparent in the later career stages. Huberman's model (1989) was useful in comparing Angus and Alex who were both approaching the end of their teaching careers. The model suggested different possibilities for teachers in later stages in their careers, including conservatism and serene disengagement, versus conservatism and bitter disengagement. Whereas Alex was actively preparing for retirement, and found the reflective experience affirming of his career choice (he said, "it was the best thing that could have happened" to him), Angus was somewhat uncertain, finding disappointment with the institution, the department, and the students while still deriving enjoyment from teaching and helping students. It appeared that Angus still had to resolve some issues, but that positive resolution was within his grasp.

Follow-up questions asked several months later suggested that the reflective work commenced by being a participant in the study had ongoing repercussions (Clark, 1991). Angus felt motivated and energized by the opportunity to "truly reflect." He realized that the career change was positive and indicated that he enjoyed teaching so much that he did not want to give it up upon retirement. It also appeared that he was dealing with his unrealistic expectations of students. Acceptance of a new reality freed him to try new approaches in teaching.

Limitations

Although the literature review on career development and transition indicated considerable correspondence with findings from the three participants, it was by no means total. This was due, in part, to the construction of the questions which targeted first year, second-third years, and subsequent years. Although the literature review identified the importance of the first year, it lacked consistency in the treatment of subsequent years (Christensen et al., 1983; Allain, 1985; Sikes, 1985; Webb & Sikes, 1989; Huberman, 1989).

There may also be contextual differences related to community college teaching. A number of articles addressed coming to terms with vertical career mobility (Sikes, 1985; Diederich, 1987; Webb & Sikes, 1989). Elementary and secondary school teaching were regarded as horizontal careers with no mobility except through a move out of teaching and into administration. The assumption was that since advancement was culturally expected, especially of males, teachers had to deal with a mid-career crisis. This was hard to equate with the community college teaching experience of these participants. They voluntarily changed career at ages 33-49 to one with a horizontal career path. The findings suggested that career change to community college teaching might subsume career advancement issues. None of the responses related to the career choice decision,

involvement with the "other" career, or what they liked most and least about teaching seemed to suggest concern about or aspiration for vertical mobility into management of the community college. However, further exploration would need to be done to establish if community college teachers differed in this respect from elementary or secondary school teachers.

Personal Development

Since Smith (1983), Fink (1984), and Allain (1985) indicated that job changers underwent personality changes recognizable by others and developmental theory suggested mechanisms for personal development within a social context, the remainder of the analysis examines the circumstances surrounding transition to community college teacher through the theoretical models of development reviewed in Chapter Two.

Piaget (cited in Ginsburg & Opper, 1988; and Miller, 1989) contributed the notion that individuals created knowledge through a process of selecting and interpreting knowledge within the environment and posited a dynamic interaction between disequilibria and equilibria, between stability and change which led to increased comprehension of the environment and a coherent world view. It could be argued that anticipation accuracies, inaccuracies, and surprises illustrated cognitive development of the

participants. For example, inaccuracies and surprises in college teaching were accommodated into individual cognitive understanding of reality, whereas anticipations that were met were assimilated into the cognitive structures. The model was also useful in explaining Alyssum's and Angus' feelings of helplessness with respect to student expectations and administration. Attempts to assimilate student behaviours into a different understanding created tension. Assimilation effectively constrained the world view and possibly limited the participants' ability to integrate the knowledge. Had they been able to accommodate it, like Schon (1983), the participants presumably would have found novel solutions to thorny problems.

Kelly's constructive alternativism (1963) provided a perspective for examining the uniqueness of the career change and choice decisions apparent in the collective diversity of the factors, their interpretations, differences between the factors involved in the individual change and choice decisions and the different rankings assigned. The theory also explained differences in expressed anticipations about the move.

Angus and Alyssum, for example, cited personal considerations in both questions dealing with career change and choice with family need featured in each. However, the circumstances and interpretations differed. Kelly's individuality corollary indicated that each participant

lived in a unique personally constructed world. For Angus, the career change brought order and control to an otherwise complex and difficult situation... illness of the spouse, availability to, and avoidance of dislocating the children. For Alyssum, the career change, provided economic security, personal independence and opportunity to spend time with her child in the summer. Both met family needs, but the factors and their significance differed.

When dealing with anticipations, choice corollary indicated that individuals would opt to use constructs which would most likely enhance the predictive capacity of the construct. Yet the constructs were also individual. This corollary explained why although both Alyssum and Angus conveyed anticipations of needing to use different teaching strategies and methodologies; Angus allied them with the subject, while Alyssum allied them with the learner. The different constructs suggested that their perceptions of teaching differed. It was also probable that the constructs differed in terms of their range of convenience and permeability. A smaller range and tighter construction would account for Angus' continued disappointment with student motivation.

Comparisons of ranked factors between questions about career change and choice indicated that a single person's constructs differed depending on the question asked. The switching of ranking, dropping and adding of factors

supported the notion that the participants' constructs were hierarchically arranged.

Transitional problems were also explainable using Kelly's personal construct theory. Alyssum experienced various areas of conflict over involvement with the "other" career which appeared necessary for professional currency, competency and credibility, and for congruency of educational and professional goals. In addition, she experienced conflict between educational and "other" professional aspirations and needs. She wanted to develop as an educator, but felt constrained to maintain "other" competencies. For a variety of reasons, it was not easy to pursue the "other" profession, and her status as teacher was a complicating factor. Exhaustion and family obligations added to the burden. The persistence and significance of the conflict, and the emotions surrounding it suggested that among Alyssum's core constructs were personal and professional attributes of competence within the family structure and sphere of work. Guilt was indicative of transgressing these core constructs.

Alex and Angus resolved the issues of "other" professional involvement with less conflict than Alyssum. For example, Alex was concerned in maintaining "other" professional involvement for competence, credibility and currency not only for the students, but also himself and the institution. This suggested that his personal constructs

had a wider range of convenience and were more permeable. Interpreting the constructs in a broader context legitimized numerous initiatives he undertook to see that the program and college were recognized by the industry and graduates employed.

However, Kelly's construct alternativism (1963) fell somewhat short in explaining level of involvement with the "other" profession. Explanations might be found in looking at the environmental context (Okun, 1984). For example, Alyssum was professionally obliged to maintain credentials through professional development courses approved by the association.

Kelly's theory also had limitations in exploring developmental problems such as Alyssum's concerns about administration and Angus's persistent disappointment with student performance. The persistence suggested that either the participants had not yet found alternative ways to construe the issues, or that they only partially construed them. The sociality and individuality corollaries also suggested that the students and administrators might not share the constructions expressed by the teachers. However, the impression was that both individuals were stuck constructurally.

Other theoretical developmental models might help. Bandura's reciprocal determinism (cited in Miller, 1989) suggested that individual behaviour changed the environment

in significant ways. Further exploration of the dynamics between the teachers and their environments might shed light on the problem.

Erikson's (1959) model looked at unresolved conflicts in yet another way. He postulated that while certain issues became especially important in particular developmental stages, they could reappear in some form throughout development. The manner in which conflict was resolved (negatively or positively) impacted future development. Alyssum, according to Erikson, was in a stage characterized by generativity versus stagnation. Alyssum's persistent concerns with administration and the indicated sense of helplessness in effecting change were possibly negative attributes associated with stagnation, but could also be connected to conflicts associated with role definition and be indicative of a negative resolution of identity, resulting in isolation. Indeed, the narrative suggested other personal identity issues. Alyssum distinctly remembered not wanting to become a teacher, regarding it as a female ghetto and not a career. She found it ironic that as an adult, she became a college teacher. She later asked the question, "Am I a teacher?" It appeared that this had yet to be resolved.

Kegan (1982) provided an alternative theoretical construct to understand self-identity. He postulated that individuals actively established an increasingly organized

"relationship of the self to the environment" (p. 113). Self-concept changed as the individual differentiated from the environment and reintegrated with an expanded "life field" (p. 43) in a new negotiated relationship. This concept was useful in examining Alyssum's evolution of identity. When introducing herself to others, Alyssum retained her "other" profession and added "now a teacher." Some of the difficulty in evolving this new identity was attributed to administration which failed to provide appropriate support upon entry into teaching and to resolve the dual roles within the workplace. The resolution of this internal work environment problem appeared to permit her to commence the landmark transition to teacher. Alyssum saw the transformation as an on-going and cumulative process, requiring administrative support and daily confirmation and affirmation of the role.

There also appeared to be no going back to what was. Alyssum rejected returning to the "other" profession; it was not a viable alternative. In essence, she was no longer that person. Alex and Angus found their world view had also changed. Alex indicated he would find the previous role confining and believed that not only was he different, but that he was regarded differently by the "other" profession. Angus saw the world of the "other" profession through the eyes of an educator and sought journals that satisfied that aspect of his identity. In becoming teachers they had

become different beings.

It remained to explore why Alex and Angus resolved teacher identity more readily than Alyssum. Angus stated he felt like one "in the first class", and Alex felt it "on promotion to sergeant." Kelly's (1963) personal construct theory provided one explanation. If the "teacher" construct had a broader range of convenience, or was permeable, it would accommodate the changed identity more readily. Bandura's (cited in Miller, 1989) social learning theory suggested observations, vicarious experiences and actual experiences enculturated the individual to the role of teacher. Erikson (1959) determined that Angus and Alex had resolved issues about identity earlier in their ego development; it was a non-issue. Kegan (1982) similarly supported earlier elaboration and inclusion of "teacher" into evolving personalities.

Although the question construction and interviews were primarily directed at the career change and transition to community college teacher, it was apparent that these things did not happen in isolation. The career (Okun, 1984) touched on and was touched by other life systems. Angus, Alex and Alyssum included their respective families in the discussions. Angus's spouse was ill. He raised the children on his own; he did not want to dislocate or not be available to them. The children were proud of him when he told them he was a teacher. Alex wanted to spend more time

with his family. Alyssum needed economic security in order to raise her child. She wanted a schedule that would accommodate a growing child's school year. Later on conflicts arose between family and professional responsibilities (as educator and "other" professional). Individual system concerns also arose. Alyssum advised others considering a career change to consider what it meant in terms of other aspects of a person's life. Burn out at the end of the academic year was a problem and she needed to distance herself from her work and profession. Angus had other interests. He was an author.

The individuality of the meaning making, the interpretation of each question and elaboration and sharing of thoughts, attitudes, values, behaviours, and feelings spoke eloquently of Alex's, Angus', and Alyssum's quest for individual meaning (Raphael, 1985) within the community college and larger environments (Egan, 1986). The teachers presented their own perspectives and individual stories (Butt & Raymond, 1987). Although undoubtedly the result was a partial picture (Elbaz, 1991), limited by the study construction, methodology and researcher, it resulted in new knowledge about becoming community college teachers.

Summary of the Chapter

The career change decision, and transformation to community college teacher presented a microcosm of

development. This chapter examined the career change from "other" professional to community college teacher of three participants (Alex, Angus and Alyssum) within the framework of career choice and change, career development and transition. The participants exhibited partial correspondence to career changers, with positive reasons for effecting a career change, desire for personal growth and development and life crisis as a factor within the previous two years.

The individual narratives identified limitations in the models of career choice and change. Notably, they did not accommodate the lengthy part-time teaching components prior to the career change, and apparent greater influence of alternative career opportunity, other factors and personal considerations. However, Lewin's change theory (cited in Huse, 1980) provided some support.

The transition to community college teacher appeared to be an active process, evolutionary and on-going between the individual and the immediate context, but affecting others and being affected by other spheres. The transition appeared to be influenced by previous experiences and observations which transferred perceptions, skills and knowledge from a multiplicity of arenas to the anticipated career.

The transition from "other" professional to community college teacher involved personal and professional growth

and transformation which was on-going. The interaction between the new teacher and community college created new knowledge and a new environment. Inherent in the transition were confusion, stress, and disequilibrium. In order to anticipate and control the events the individuals relied on zones of stability provided by accurate anticipations and "other" professional competencies around which change could take place. The participants employed strategies and behaviours consistent with their understanding of the institution, and community college teaching. Proactive and reactive strategies were employed to manage the strain associated with the changes. Discrepancies broadened the world view. Integration into current construct systems, implementation of proactive strategies and construct modifications helped individuals to move into new relationships with the environment over time. Both positive and negative resolutions were apparent. Some issues remained unresolved, suggesting incomplete resolution of earlier issues, partial or lack of constructs to deal with them, and a need to reframe the problems.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

Since community college teachers are generally hired without teaching credentials, it was anticipated that the transition from "other" professional to teacher might present unique challenges to the individual and have direct and indirect implications for the institution and students.

Starting with the career change decision, this study explored the circumstances surrounding the transition to community college teacher. The purpose was to establish a basis for a model of teacher adaptation which would recognize and be sensitive to the developmental needs of community college faculty.

Three teachers in an Ontario college of applied arts and technology were purposively selected for in-depth interviews. They were full-time teachers with a minimum of three years teaching experience in career-specific day-time certificate or diploma programs. All came from "other" fields of work and held no teaching credentials.

The interviews followed scripted and clustered questions designed to identify and explore factors involved in the career change, choice of college teaching, and transition to community college teacher. The methodology permitted the participants to reflect on their personal experiences, and respond from their own perspectives. The resulting transcripts, which were reviewed by the

individuals for authenticity, provided a record of their thoughts, feelings and experiences surrounding the transition. The transcriptions were subsequently reduced into summary protocols and a taxonomy for comparison between and among the participants.

Different perspectives were used to examine the findings, including those related to career choice, career change, career changers, career development/cycle, and personality development. The findings suggested active and on-going, unique individual developments within the context of the community college, and interplay with other spheres of life. Positive and negative outcomes were apparent.

Conclusions

The problem was to identify and describe the circumstances (influences, conditions, facts, and events) surrounding the transition from "other" professional to community college teacher as might provide a basis for teacher development.

Implicit within the problem was the notion of an evolving individual who changed over time and who changed within a particular life sphere. Self-identity was assumed to evolve and develop with occupational change.

The investigation presupposed that the participants could and would describe, interpret, and share with the researcher the circumstances surrounding the transition.

Furthermore, it assumed that factors or sets of factors would be discernible and reducible into a taxonomy which subsequently would form a basis for comparison between individuals and groups of individuals.

A review of the literature in Chapter Two indicated that there was theoretical and empirical support for the assumptions and for the use of interviews to elicit biographies/narratives of teacher experiences (Butt & Raymond, 1987; Elbaz, 1991).

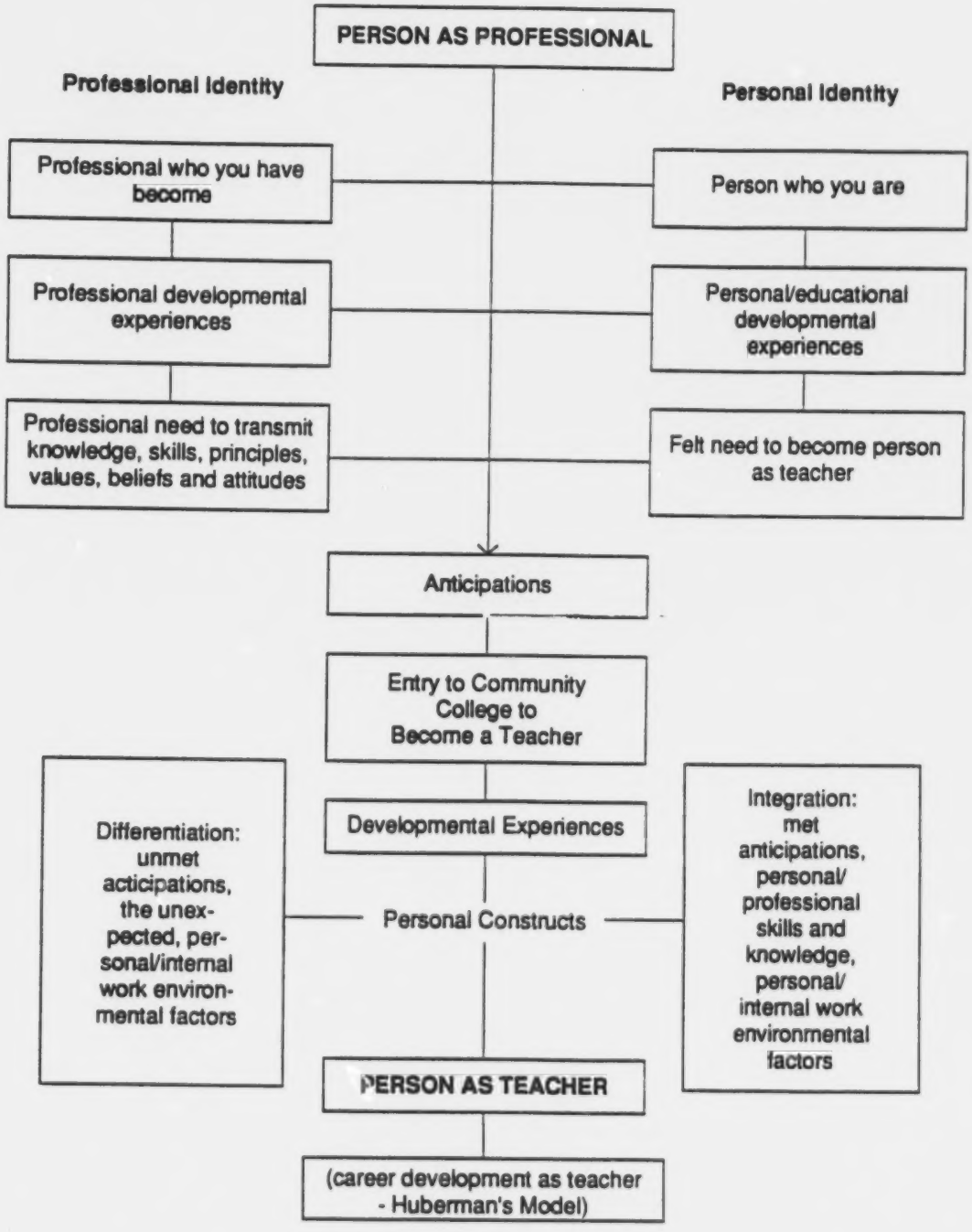
PERSON AS PROFESSIONAL
Professional Identity
Personal Identity
Professional who you have become
Person who you are
Professional developmental experiences
Personal/educational developmental experiences
Professional need to transmit knowledge, skills, principles, values, beliefs and attitudes
Felt need to become person as teacher
Anticipations
Entry to Community College to Become a Teacher
Developmental Experiences
Differentiation: unmet acticipations, the unexpected, personal/internal work environmental factors
Personal Constructs
Integration: met anticipations, personal/professional skills and knowledge, personal/internal work environmental factors
PERSON AS TEACHER
(career development as teacher - Huberman's Model)

Figure 1 Transition from "other" Professional To Community College Teacher

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Discussion

The findings from the study showed that circumstances surrounding the career change and anticipations of it arose primarily from vocational and personal considerations and assessment. Table 1 featured, for example, personal development, economic and family need, talent, respect, pleasure, and challenge among personal factors. Service, collegiality, vocational status, enjoyment of teaching, and different teaching strategies, methods, and roles were among the vocational and work environment factors. This suggests that the participants' expressed need to make a career change and to choose teaching stems from both a professional and personal sense of identity which encompasses who they were and who they have become. The circumstances reflect personal and professional beliefs, values, attitudes, knowledge, skills and developmental experiences.

Becoming a community college teacher was characterized by experiences which were similar to those encountered by teachers in general as they moved from career entry to closure and by further personal and professional assessment. Reality shock threw into relief individual and professional perceptions and assumptions. Factors identified in response to questions about inaccurate expectations of the institution and teaching, surprises, experiences which interfered with becoming a teacher, and worst things about being a teacher served to differentiate the individual

personally and professionally from the environment. Factors relating to the mechanics of the change, and support problems created stress points or areas of vulnerability which were not always readily resolved. The differences suggest that cognitive reconstruction is required in order to account for the experiences in a meaningful fashion, to deal with the confusion and uncertainty, to unfreeze and move on, to cope with strain, and impose order and predictability upon the future. On the other hand, accurate anticipations, experiences that facilitated transition, and the best things about being a teacher represented salient, relevant, accurate, and congruent understandings about community colleges and teaching. Within these understandings the future appeared more predictable and controllable. They were also indicative of interpersonal and institutional support systems which enabled the individual to cope with changes. The congruences suggest integration with the environment and assimilation of experiences into current cognitive structures.

The identification and description of factors surrounding the career transition suggest also an on-going dialogue and interaction with the environment. As developing teachers, the participants derived feedback from a variety of sources (e.g., students, program of study) enabling them to refine and develop different teaching practices. Even where the participants indicated persistent

frustration with problems, they appeared to be cognizant of feedback from the environment while seeking resolution. There was also the suggestion of dialogue between the personal and professional selves, such as in the career choice, balancing personal and professional lives, and determining involvement with the "other" profession. This serves to highlight both the complexity and individuality of the developmental experiences and multiple meanings placed on them as individuals transform to teacher.

Rank ordering factors related to career change and choice, tracing career identity, accounting for developmental changes, and identifying factors related to career satisfaction showed that factors and their significance varied over time, and differed among and within individuals. This indicates on-going re-interpretations of understandings to create new meanings, and uniqueness of the interpretations between individuals engaged in apparently similar experiences.

The proposed model of teacher adaptation illustrates the transition from person as professional to person as community college teacher. It shows interaction between personal and professional identities resulting in a felt need to make a career change and choice, and formation of personal and professional anticipations of the college institution and teaching. Entry to the community college leads to developmental experiences which are mediated by

Kelly's (1963) personal construct theory. Of all the theories reviewed in Chapter Two, it illustrates most graphically the array of options available in construing reality, the transitory nature of that reality, and the construction and reconstruction of experience to control future events. A variety of factors, including those related to anticipations, teacher development, and career satisfaction contribute either to integration with or differentiation from the environment, and to identity of self as community college teacher. The model not only discriminates between factors which differentiate and integrate the individual with the environment, it supports differences within factors as they are dealt with by the same person, and differences among individuals.

The following example illustrates how Kelly's theory mediates the factors. Angus indicated that he anticipated motivated students; this was inaccurate. His personal expectations of students interfered with becoming a teacher. The situation was long-standing. One of the worst things was the quality of students coming into the system. Angus expressed frustration and dismay over inability to effect change. According to the model and Kelly's theory (1963) the un-met expectation differentiated the individual from the environment and required cognitive revision or abandonment. However, the time frame (20 years) suggests that Angus neither revised nor abandoned his understanding

of what students should be like. If his understanding of students were central to his concept of teacher and teaching, as a core construct it would not accommodate other meanings. The emotion generated by the situation indicates preservation of his understanding in the face of evidence and recognition of a changed student body. Angus blamed college administration and earlier educational systems for permitting entry of under-prepared, poorly motivated students. Kelly indicated that anger would dissipate when the situation is reconstrued. The follow-up interview suggested that reconstruction was finally in progress; with some recognition that times change and while the anticipations may have been appropriate at one time, they were no longer so. Different teaching strategies were to be tried.

A second example illustrates how the same individual holds apparently contradictory interpretations. Angus held different understandings about colleagues, depending on the circumstances. They facilitated his becoming a community college teacher, serving as resources, support and source of professional development (integration). His expectation of collegiality was validated, defined and elaborated by these circumstances. Colleagues were also disappointing. It was not easy to interact with colleagues beyond the division, and there were concerns about certain behaviours and attitudes (differentiation). Contradictions required

rejection of previously held understandings, or construct modification. Kelly's theory suggests that the construct of colleagues had a wide range of convenience which could accommodate both attributes and serve to integrate the individual with the environment as well as differentiate.

Finally, both Angus and Alyssum indicated that they anticipated and found that different teaching practices were involved in community colleges. The factors integrated the individual with the environment. However, the individual understandings of different teaching practices differed. Whereas Angus interpreted them in terms of the subject, Alyssum interpreted them in terms of the students' needs. Similarly, they held different views about the type and level of professional and personal involvement in the "other" profession while becoming a teacher. Although there was common understanding of the need for currency in the "other" profession as part of the job as community college teacher, the elaboration of meaning by Angus revealed a different understanding of the environment and facility for incorporating practice than was available to or understood by Alyssum or, for that matter, by Alex. The centrality of achieving competence in the educational, "other" profession, and family spheres exacted an emotional and physical toll on Alyssum, not felt by the other two.

Hence, in order to understand, facilitate, and promote effective transitions in personal and professional

development, teachers need to be recognized as individuals with their own understanding of becoming community college teachers as they proceed through their careers. The model presented in Figure 1, provides such a basis.

Implications

Implications for Practice

Faculty are hired for their "other" professional expertise. Although at the beginning currency, relevance, congruency, and credibility are assumed, they may become issues as time passes. The involvement with the "other" profession appears to be different in different program career areas. Meeting professional and personal needs in this area is a potential source of conflict for the individual teacher (as well as for the institution and program).

It is also apparent that the community college teachers in this study commenced their teaching heavily reliant on whatever concepts and understanding they had of teaching and education upon joining the college. Their collective understandings were drawn from a wide variety of sources, and from many points in time. These understandings formed the basis of their anticipations of the college and of college teaching. It was apparent from the factors and sets of factors that the anticipations were incomplete. The participants identified inaccuracies and surprises which

confirmed information gaps. Inaccuracies not only were potential areas of stress for teachers, they also appeared to be potential on-going sources of disruption in professional and personal development.

Teaching was initially based on personal experiences and teacher models, limited understanding of education, the teaching learning process, student body, program and subject. Since knowledge and skill deficits are assumed to inhibit teacher effectiveness and student learning, this suggests individualized new teacher attention with opportunities to discuss anticipations and realities, and to obtain collegial support.

The participants relied on resources and supports most notably in the first year and expanded their resources and supports as they achieved some degree of mastery. This presents an opportunity for professional development on an individualized and college-wide basis.

Perceptions about the career of community college teacher evolved over time with some indication that there was a shift to broader issues of education. This suggests that philosophical discussions about education are appropriate on an individual, program and college-wide basis and would be helpful in determining new directions.

Some career-related problems were difficult to deal with, suggesting informational and conceptual deficits and need to reframe the issues for new solutions.

The implications for practice include:

1. individualized co-researcher investigation before the person commences teaching to identify the anticipations of the institution and college teaching, and to develop an individualized program of development based on the expectations,
2. establishment of active mentoring support systems within the program area, including subject and resource support,
3. identification of subject and other required resources,
4. on-going follow-up and co-investigation of changing developmental needs, and adjustments to the developmental plan,
5. access to a variety of professional development programs and opportunities to meet individual needs as they change over time,
6. opportunities for collegial discussions focussed around program, subject area, professional development, and topics of interest,
7. individualized "other" professional development based on program, subject area, and career specific realities.

Implications for Theory

Current theories of career choice and change, career development, transition and personality development provided

various perspectives through which to view the transition to community college teacher. All contributed in some way to understanding the changes collectively and individually. However, not surprisingly, there was no one best fit.

The theories of career change failed to account adequately for career duality for varying lengths of time before effecting a career change, and to recognize the apparent significance of personal factors and positive attributes in the career change.

Theories which addressed career development of teachers suggested time frames such as pre-entry, and entry (first year) and identified certain experiences associated with first year teachers and others as they became older, and had more years invested in the career. These attributes were useful when analyzing the transition to community college teacher and there were some areas of overlap. For example, the findings suggested that transition to community college teacher started pre-entry, that first year experiences were indicative of reality shock and survival, that positive and negative outcomes were possible and understandings about becoming a community college teacher changed over time. However, community college teachers might differ from elementary and secondary school teachers in yet to be determined ways since, for them, the career change represents at least a second career and a might or might not reflect prior experience in teaching. Furthermore, most are

not trained teachers. However, having a small sample and methodology which generated complex and voluminous information were limiting factors. Larger scale research would need to be done to determine if community college teachers, in general, followed patterns of career development derived from elementary and secondary school teachers who pursued teaching in a single career path preceded by training in education.

The transition to community college teacher was addressed through theories of transition and personality development. Cognitive development was believed to be central to the study since it required individuals to construe their experiences about the transition. Furthermore, the study assumed individual activity in the construction.

Reflection about the transition to community college teacher provided an opportunity to articulate from a current perspective, understandings of the self and the circumstances surrounding the transition from an array of experiences and contexts, but applied to a particular contextual time and space.

Transition to teacher began before the actual career change and choice, it involved and meant different things to the different participants. The significance of work to the self was expressed through the centrality of personal and professional factors in the transition.

Transition was both a cognitive and emotional process. Individuals expressed frustration, disappointment, confusion, guilt, pleasure, satisfaction, and joy. They articulated stresses, support, resources, strategies for change, inability to effect change, accommodation and assimilation of change, differentiation of the self from the environment and integration into teaching, central beliefs about the self, relationships with others and competencies, and development of new constructs.

The different theoretical perspectives espoused by Piaget (Piaget & Inhelder, 1970), Kelly (1963), and Kegan (1982) were useful in suggesting a dialectical approach to cognitive development with on-going development through change. There is support for this. The findings suggested a model of teacher adaptation which permitted integration with and differentiation from the environment, mediated by personal constructs which captured the diversity, complexity and uniqueness of the understandings of the transition. To neglect the individual voices would negate the value of a model of teacher adaptation.

Implications for Further Research

The study revealed factors and sets of factors involved in the transition to community college teacher. The taxonomy and analysis suggested a dynamic model of teacher adaptation which places the teacher as prime determinant of

and participant in personal and professional development. Furthermore, it appears that the process of transition is on-going over the duration of the career.

However, the study suggests that more could be learned about entry into college teaching, and the role of anticipations in the transition to community college teacher. Do accurate anticipations provide stable areas about which change can take place, as hypothesized in this study's model of teacher adaptation? Do surprises provide developmental opportunities? Do inaccuracies represent areas of vulnerability and stress? How do they affect the transition?

It was also apparent that the reflective exercise was valued by the participants and that reflections did not cease with the last interview. This suggests another line of research to determine prerequisites for initiating further reflective work, and the nature of immediate and long-term outcomes (cognitive, affective, behavioural). Are there critical times during the career span where guided reflection would be particularly appropriate?

Further research would be required to determine if the model of teacher adaptation derived from this study is appropriate for community college teachers in general, for those with teaching credentials, those that teach support subjects and in non-certificate and other programs of study.

Since questions would need to be answered about

implementation of a model of teacher adaptation, further research is needed to determine whether using this model as a basis, faculty would or could self-identify personal/ professional developmental needs, develop a plan, implement, and evaluate it. Since implementation would require justification, further research is required to determine how to identify and determine benefits that accrue to all the players, including the individual, the students, program, and the institution.

In view of anticipated difficulties in implementing a model of teacher adaptation with everyone, an interim step might be to use it at critical points, if there are such, in teacher careers. The literature on career development suggests Year Ten and pre-retirement. An interview survey of veteran teachers could reveal common year or year groupings in which reflective work is feasible and themes around which discussion is appropriate.

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APPENDIX A: GLOSSARY OF TERMS

Accommodation: resulted in transformation or reorganization of cognitive structures in order to assimilate satisfactorily events or objects the current cognitive structures did not interpret (Piaget, cited in Ginsburg & Opper, 1988).

Adaptation: the "active process of increasingly organizing the relationship of the self to the environment" (Kegan, 1982, p. 113); survival interaction between the organism and its environment (Piaget, cited in Ginsburg & Opper, 1988).

Adult: a mature individual. The term included chronological age as well as biological, physiological, psychological, and sociological functioning (Okun, 1984; Rice, 1986).

Assimilation: involved dealing with the environment in terms of the individual's cognitive structures and fitting reality into the current cognitive organization (Piaget, cited in Miller, 1989).

CAAT: College of Applied Arts and Technology in Ontario, Canada.

Career: "a course of professional life or employment, which affords opportunity for progress or advancement in the world" (The Compact Edition of the Oxford English Dictionary, 1981, p. 340). It also referred to a line of work requiring special training (Webb and Sikes, 1989).

Career change: leaving one line of work for another. In the context of the study, it meant leaving a job in which the individual had the occupationally relevant requisite skills, knowledge, and experience for a teaching career in a CAAT,

related to the previous occupation, but for which the person lacked credentials in the field of education and teaching.

Career choice: usually referred to the initial selection of vocation and career entry (Faddis, 1979).

Career development: usually dealt with any subsequent transitions as the person moved along the career ladder or changed jobs (Faddis, 1979).

Choice corollary: when faced with a choice of using a construct one way or another, the individual used it to enhance the predictive efficiency of the construct system, enhance understanding of the world, or clarify the construct system. The construct system was elaborated through extension or definition (Bannister & Fransella, 1986).

Circumstances: events, facts, influences, conditions connected with and affecting a person or event (The Compact Edition of the Oxford English Dictionary, 1981).

Cognitive accommodation: cognitive reorganization to incorporate moderately discrepant events or characteristics (Piaget, cited in Miller, 1989).

Cognitive adaptation: assimilation of reality into the current cognitive organization (Piaget, cited in Miller, 1989).

Cognitive organization: organization of thought into coordinated systems; enabled the individual to develop a coherent world view (Piaget, cited in Miller, 1989).

College: College of Applied Arts and Technology in Ontario,

Canada.

Constellatory construct: a construct which permitted its elements to belong to other cognitive realms simultaneously, thereby reducing the opportunity for elaborating or reviewing the world. Once an event was subsumed under one construct, its characteristics were fixed (Kelly, 1963).

Construct: "transparent patterns or templets" (Kelly, 1963, p. 8) created by the individual and applied to reality in order to make sense of it.

Community college: College of Applied Arts and Technology in Ontario, Canada.

Commonality corollary: states that people were similar only in that they construed an event in a similar way and therefore held the same meaning, not because they shared an experience (Kelly, 1963).

Comprehensive constructs: subsumed a relatively wide range of events (Kelly, 1963).

Construction corollary: a way of making sense of the world by continually detecting repeated themes, categorizing them and construing the world in terms of them (Kelly, cited in Bannister & Fransella, 1986).

Construct permeability: the capacity of the construct to include new elements, yet to be construed, into its range of convenience (Kelly, 1963). Such inclusion resulted in modifications to the construct system.

Core constructs: important constructs that guided individual

functioning (Kelly, 1963).

Definition: affirmed the construction in greater detail (Kelly, 1963).

Development: unfolding of potentials (Clausen, 1986). The term was applied to a variety of sciences, including biological, psychological, and sociological sciences.

Developmental psychology: a broadly based branch of psychology that recognized that change and adaptation continued throughout life. It drew upon disciplines such as "biological sciences, medicine, and sociology" as well as most other branches of psychology (Rice, 1986, p. 4).

Developmental theory: described changes over time within one or more areas of behaviour or psychological activity, changes in the relationships within and/or among areas of behaviour or psychological activity, explained the course of the development, and offered general principles for change (Miller, 1989).

Dialectic: a process of thought that demonstrated the unification of opposites and a greater or higher truth (The Compact Edition of the Oxford English Dictionary, 1981).

Dichotomy corollary: Kelly (1963) assumed constructs had two poles, one affirmative and one negative. Since individuals anticipated events by noting their replicative aspects, he assumed that when selected aspects of the event were compared, they were deemed alike or not alike.

Differentiation: emergence from embeddedness, objectification

(Kegan, 1982).

Epigenetic theory: one which unfolded according to a genetically transmitted ground plan (Erikson, 1959).

Equilibration: integrated and regulated "physical maturation, experience with the physical environment and influences with the social environment", thereby making cognitive development possible (Piaget, cited in Miller, 1989, p. 79).

Evolutionary truce: temporary balance between differentiation and inclusion (Kegan, 1982).

Experience corollary: assumed development; individuals changed their construct systems in relation to the accuracy of the anticipations and in so changing changed the individual Kelly, 1963).

Extension: expanded range of convenience (Kelly, 1963).

Factor: "an element which enters into the composition of anything; a circumstance, fact, or influence which tends to produce a result" (The Compact Edition of the Oxford English Dictionary, 1981, p. 948).

Faculty: professors in the CAAT system. In this study, the focus was faculty who lacked teaching/education credentials, and whose job was teaching community college students.

Focus of convenience: points within its realm of events where the construct system worked best (Kelly, 1963).

Fragmentation corollary: "a person may successively employ a variety of construction subsystems which are inferentially incompatible with each other" (Kelly, 1963, p. 83). Another

parameter for change, suggesting that change was not nor need not be logical (Bannister & Fransella, 1986).

Heuristic: a device or model which allowed the user to ask questions based upon it so as to find out or discover something, while not providing the answer (The Compact Edition of the Oxford English Dictionary, 1981).

Impermeable constructs: were based on specific content and did not admit additional elements (Kelly, 1963).

Incidental constructs: subsumed a relatively small range of events (Kelly, 1963).

Individuality corollary: referred to the uniqueness of individuals; "persons differ[ed] from each other in their construction of events" (Kelly, 1963, p. 55).

Loose constructs: led to varied predictions under similar circumstances (Kelly, cited in Hjelle & Ziegler, 1976). Tightening and loosening elaborated a construct system (Bannister & Fransella, 1986).

Model: a conceptual framework, structure or system that served as a metaphor or analogy to guide thinking and research (Miller, 1989).

Modulation corollary: dealt with change; the parameter of construct permeability indicated the degree to which the construct assimilated new elements within its range of convenience and generated new possibilities (Kelly, 1963).

Organization: referred to the tendency for a species to systematize physical and psychological processes into coherent

systems, thereby permitting a coherent view of the world to change during development (Piaget, cited in Miller, 1989).

Organization corollary: implied that individuals organized their constructs in a unique way and hierarchically to minimize confusion. The organization was essentially logical with some constructs superordinate and others subordinate in a pyramidal structure (Kelly, cited in Hjelle & Ziegler, 1976).

Peripheral constructs: those which could be altered without seriously affecting core constructs (Kelly, 1963).

Permeable constructs: tended to be more resilient, stable and durable (Kelly, 1963).

Personal development needs: those needs associated with the self.

Postulate: assumption (Kelly, 1963).

Preemptive construct: restricted the elaborative possibilities of a construct (Kelly, 1963). By limiting the use of its elements only to that particular construct it limited the world view.

Professional: used in the broadest sense to apply to trained specialists (The Compact Edition of the Oxford English Dictionary, 1981). In this case, the term applied equally to the trained trades person, technologist, or one of the three learned professions.

Professional development needs: those needs associated with either the "other" profession (required to maintain and

advance the occupation specific skills, knowledge, and/or competencies) or teaching (required to attain, maintain and advance knowledge, skills, and/or competencies in the field of education).

Professor: the designation used in the Collective Agreement for members who taught in the CAAT system. The term did not relate to earned rank status as would occur in universities.

Range corollary: "a construct is convenient for the anticipation of a finite range of events only" (Kelly, 1963, p. 68).

Range of convenience: indicated that constructs were only useful for a finite number of events. Facts inconsistent with the system or which did not fit, were ignored and placed beyond the boundaries of the construct (Kelly, 1963).

Reintegration: inclusion into a new whole (Kegan, 1982).

Role: defined what was expected within a given social position, what most people did in it and what a particular person did within it (Atchley, 1980).

Role acquisition: the same as role taking, the assumption of socially prescribed roles.

Role taking: the same as role acquisition, the assumption of socially prescribed roles.

Self: differentiation of the self from the environment and the individual's relationship to it (Kegan, 1982).

Self-concept: "a more or less consistent notion of a me, what I am" (Kegan, 1982, p. 89).

Self-identity: self-coherence across a shared psychological space (Kegan, 1982).

Sociality corollary: interpersonal activity only occurred when one person was able to understand another's construct system (Kelly, 1963).

Taxonomy: classification system (The Compact Edition of the Oxford English Dictionary, 1981).

Teacher: used to designate a full-time member of the community college faculty (a professor).

Teacher adaptation: the "active process of increasingly organizing the relationship of the self to the [teaching] environment" (Kegan, 1982).

Theory: a formalized system of ideas which while derivable or related to the past, served to make sense of issues, observations, and experiences in a new way (Bannister & Fransella, 1986).

Tight constructs: led to unvarying predictions (Kelly, 1963).

Transition: an adaptive response involving the active process of change, or transformation from the "old" self to the "new" (Kegan, 1982).

APPENDIX B: INFORMATION SHEET

RESEARCH PROJECT: ON BECOMING A COMMUNITY COLLEGE TEACHER

INTRODUCTION

My name is Corinne Falconer. I am a student in the Brock University Master of Education Program. I would appreciate your cooperation with some academic research on teachers.

INFORMANTS

I need to interview a number of full-time community college professors, teaching in daytime career specific certificate or diploma programs. Each informant must have taught a minimum of three years, and at the time of hiring held no teaching credentials.

Should you volunteer, I shall ask you to tell your story, including what entered into your decision to become a teacher in a community college, and what this has meant to you.

If you wish to withdraw at any stage of the process, you may do so without prejudice.

Anonymity and confidentiality will be maintained throughout.

NATURE OF THE STUDY

The problem is to identify and describe the circumstances surrounding the transition to community college teacher in a order to develop a model of teacher adaptation for community college faculty.

The study will involve in-depth interviews of between one to two hours each, conducted at the community college or at a mutually agreeable site and time to be determined with your convenience in mind.

The interviews will be recorded and shared with you.

HOW THE DATA WILL BE USED

The data will be used for the academic research required to fulfil the requirements for a Master of Education. A copy of the final document will be available at the College upon completion of this academic requirement in my studies.

Should you wish more information about the research project/thesis, please call me at XXX-XXXX.

APPENDIX C: INTERVIEW QUESTIONS

Name

Characteristics

Gender:
Age:
Education:

Work experience before becoming a full-time community college teacher: (career specific, career related, other)

Number of years as a full-time community college teacher.

Cluster A

1. Tell me your reasons for changing your career.
   Rank order them from most important to least.

2. What made you decide to teach?
   Rank order them from most important to least?

Cluster B

3. a) How did you anticipate community colleges?

   b) How did you anticipate community college teaching?

   c) Which of those anticipations turned out to be accurate?
   How?

   d) Which of these anticipations turned out to be wrong?
   How?

   e) Were there any surprises upon joining the college/teaching?

4. Would you make the same career change choice again... to teach in a community college?
   If so, why? If not, why not?

5. a) Did you ever have any experiences which prepared you for a teaching career prior to becoming a professor?

   b) How did this experience influence your decision to change career?... and to choose teaching?

Cluster C

6. Think back to the first year you were employed with the college. How did you respond to "occupation" questions on official forms such as passport application, or income tax forms?

   When you met a new person for the first time, the other person frequently inquires "what do you do?" How did you respond?

7. What do you enter now on forms which ask you to state occupation?

   Or say to inquiries from new acquaintances?

8. When you think back, when did you first really think of yourself as a teacher?

   What lead to this? How did it feel?

9. a) Have you maintained involvement with your "other" career? In what capacity? How frequently?

      Is it part of your job at the College?

      When involved with your fellow professionals, how do you describe who you are/what you do?

      If this differs from your college identification, how can you account for this?

   b) What about professional affiliations? Extent of involvement?

   c) Has your involvement with the "other" profession changed over time? What might account for it?

10. a) What has helped you to become a teacher?

      Of these factors, tell me which seemed most significant in Year One? Why?

      in Years Two-Three? Why?

      and in subsequent years? Why?

   b) What might account for their significance and/or choice changing?

11. a) What interfered with becoming a teacher?

Of these factors, which were most significant in Year One? Why?

in Years Two-Three? Why?

and in subsequent years? Why?

b) What might account for their significance and/or choice changing?

12. a) Has your changed self-perception from... to teacher made any difference to you and how you do your job? If so, how? If not, why not?

b) Has the fact that you have maintained your identity as a ... made any difference to you and how you do your job? If so, how? If not, why not?

Would you consider returning to the workforce in your "other" professional capacity? If so, why? If not, why not?

13. a) What were the best things about becoming a teacher in a community college?

b) What were the worst?

14. What advice would you give someone complating a career change to community college teaching?

APPENDIX D: TRANSCRIPTS

Angus

"I'm 63 years old. I have an undergraduate degree and much later, a masters degree from an American University.

After graduating with the undergraduate degree, I worked for 3 to 4 years in the United States for an international company. They sent me to Europe to set up an office. The project involved setting up headquarters under a government permit. It was then handed over to locals (nationals).

Before the transfer, I worked on my masters degree at night. At that time, the program was only available at night. I took courses because I found when I was sitting in on meetings, there was a knowledge gap. I needed to know what was going on.

I was then asked to set up a subsidiary in Canada. I came to the city in the early 1960's. I had to develop the business and get manufacturing going with a view to exporting.

I was asked by a post-secondary educational institution to teach an evening course. They seemed to be happy. They asked me to repeat this course and to teach a different one on Saturday mornings [cf. Cluster 5, a].

Incidentally, I didn't start out to get a masters degree. I took courses at night to fill the gap. It was the Registrar who said why not complete the degree, and by that time I just needed a few more to complete the degree. The university wrote the president of my company to say that one of his employees had completed a masters degree. The president hadn't known I was doing it. Afterwards, came the offer to go to Europe.

I enjoyed the part-time teaching. Although at first I was scared of the audience! I taught Saturday mornings, and then was asked to do one in the summer. In the fall I taught three courses. I really enjoyed it.

Then the company wanted to send me to Australia. However, my wife was ill. I had children to raise. Some were in school. Also, I liked Toronto. I decided to go into teaching. That was in the early 1970's.

In summary, I worked in industry 19 years, half that time in Canada, did part-time teaching over 6 years at the post-secondary institution and have been with the college for 20 years.

I didn't see the part-time teaching as a career change, but it precipitated it. Someone suggested I teach there based on my capacity to explain theory. You see, in my job in industry, I did the hiring. With that, you are automatically interested in employees' backgrounds and in job training. Educating employees requires teaching. This introduced me to teaching.

Mainly they were personal reasons for changing career [cf. Cluster A, 1]. My wife being ill, having to raise the children on my own, not wanting to transfer again. I certainly didn't want to transfer. I enjoyed the city and what it offered for children, the outdoors, the activities and opportunities. And I enjoyed teaching.

Do you believe in fate? I do. Mentally it was the right time.

As for choosing teaching, I enjoyed the taste I'd had of it, the variety of experiences. The students in the evening classes were adults. They had already taken other subjects. People came up after class to ask questions. The reaction from administration was positive; they asked me to teach more classes, and I enjoyed the complements [cf. Cluster A, 2].

You know, the timing of everything makes it hard to differentiate the factors (in response to being asked to identify and to prioritize the factors for the career change), or to prioritize them. I don't think I can [cf. Cluster A, 1]. (N.B. Prioritization was, however, possible at the third interview. The results of that discussion are recorded in the summary protocol.)

An advertisement for community college teaching appeared at the same time. I hadn't sent resumes around, and wasn't aware of the CAATs.

The family was a strong motivation, but I didn't choose teaching because of them. It happened that teaching met a family need [cf. Cluster A, 2]. I could have done other things, but sought less travel.

I think the main reason for teaching was that I knew that I could do it; it certainly wasn't the salary. Then there was the preoccupation with the children. The advertisement was there, the college was close, and I could get home in good time [cf. Cluster A, 2].

On thinking about it, I had written the college, in the fall. I got a letter back telling me that there were no openings at that time. The reply was encouraging; I think the letter said some might become available. Then I saw the

ad(vertisement). I called the college, and was told they had my resume on file. That surprised me somewhat. So from an exploratory search for a teaching job at the college, I started in the division in January. I hadn't written to any of the other colleges... only this one.

My anticipations of the community colleges were based on my experiences in the United States. There universities and colleges are not much different. My first degree was from a college. I didn't distinguish between the institution where I did my part-time teaching and colleges. Basically, I anticipated them as teaching institutions [cf. Cluster B, 3, a].

I mentally mimicked all the teachers I had in school and universities, and the mentors I have had along the way and I've had a lot. I can remember many of them by name. All my anticipations of (community college) teaching were based on my past experiences. Some showed me the discipline of teaching. I remember a professor that never used a note. He'd just talk, and I'd be held on the edge of my seat listening. Another teacher with a different subject did blackboard work. I thought that a mix of the two was probably required. Another teacher, I can remember what he said to this day. He had an explanation of a method that was so clear, if you followed it you couldn't make a mistake. I still use this. It's logical and crystal clear. I could see that each subject had its own method. Whether consciously or unconsciously, you use them. I'd also taken a lot of sciences at university and thought I could make use of them [cf. Cluster B, 3, b].

I also anticipated that the students would be like those I had experienced in part-time teaching. However, they were adults, and had already taken some courses... and they were there because they wanted to be [cf. Cluster B, 3, b].

The biggest adjustment I had to make at the college and the biggest disappointment were the students. Nothing in my experiences as a student, in industry, with my children or the students I taught part-time had prepared me. Students just didn't do the work I expected. There were students who didn't even crack open a book. I was disillusioned and didn't know how to cope with this. Fortunately the program I teach in is a more disciplined area than most! [cf. Cluster B, 3, d]

I also anticipated more contact with colleagues and students. Where I did my part-time teaching, the classes started at 6 in the evening and finished at 9. The chances to meet students over coffee, or to meet and talk with colleagues were slight. At the college, I was hoping to meet colleagues in other divisions, especially English, and Liberal Studies, to have a chance to broaden my outlook and meet stimulating

people [cf. Cluster B, 3, b]. I was disappointed [cf. Cluster B, 3, d].

At university, I had enjoyed the different courses, the broadened exposure. Community college students here aren't like that [cf. Cluster B, 3, b, d].

When I go to the educational conferences, now they say give us a good liberal arts student, and we'll train him. They aren't interested in a limited perspective any more. We haven't come to this stage yet.

And try to get the students to talk! It wasn't as bad when I joined. There weren't as many Chinese students. They don't talk in class. It's cultural. But it isn't just them. Students also don't want to write sentences and worry about writing theory tests. What they really want to know, is will they be required to write full sentences and use verbs or can they stick to numbers, and to multiple choice [cf. Cluster B, 3, d]?

I was also disappointed in meeting colleagues. I couldn't get to meet people outside the division. Perhaps I got to the college at the wrong time. Liberal Studies faculty were still bordering on hippies. There I was in my three piece suit (I didn't have any sports coat or such to wear), and there they were, with their long hair and sandals, sitting in circles on the floor smoking pot in the classroom! I kid you not [cf. Cluster B, 3, d].

In industry, we used to have the occasional brown bag lunches where people that worked there, including the staff, could meet together to discuss different things. You didn't have to prepare for them, but the topics were usually interesting and stimulating. Staff came. They were considered important. I don't know about you, but I think the faculty attitude toward staff is poor. I'd anticipated getting to know administration and staff. It wasn't that I didn't meet other people but I had to work harder at dialogue [cf. Cluster B, 3, d].

With students its most disappointing when they don't try [cf. Cluster B, 3, d].

The second semester I had the more advanced level students and subjects. I was working with better students. It was a real pleasure [cf. Cluster B, 3, c]. Mind you, I don't mind working with beginner students. It's just that this was fun. Many first year students really don't know why they are there, and they are not sure what they want.

I had to make the adjustment. Colleagues helped a lot by

sharing [cf. Cluster B, 3, c].

The problem in the first semester is that I had to teach a subject in which I lacked expertise. What happens is that the administrator sees you've taken a course at university and thinks you can teach it. I'd never taught the subject before and it wasn't in my area of expertise. Talk about sweaty palms for every class! Fortunately, I had a friend (we're still friends today-- we talk about this and laugh), who had been given my specialty to teach. I had his, so he was in the same boat as I was. Today, if we'd had the problem, we would have traded timetables and assignments! But then, we just tried to teach the courses. Where I taught part-time, I had subjects I knew. Not at the community college... at least, not at the beginning. You're given what administration needs [cf. Cluster B, 3, d].

One surprise was the promotion committee meeting, where pertinent program faculty meet to discuss the students' whole academic performance and record. I liked that idea. The meetings gave me real insight into the students I was teaching. Obviously I knew how they were doing in my class, but it was rare to know how they were doing overall. One thing I know is that no test is perfect. Students should be allowed to have a bad day. If you see that they have all 'B's', and you've given them a 'C', that tells you something. I'd check how the student had done in all the tests and quizzes. If the record showed that he had not messed up everything, then I'd give him the benefit of the doubt. That's what I noticed the other faculty did. In all my time at the college, even if someone may be a bit hard on students in the classroom, faculty usually decide in favour of the students. But what I don't like, is their passing a student in a prerequisite for an advanced class which they can't handle. That's what I mean when I say people at the college really don't understand what prerequisites are all about. I also think that failing students shouldn't have to go to the end of the term before being academically counselled and advised what to do. If you see they are failing everything in your course, they should be counselled. For example, the appropriate advice for a student may be to drop a subject so the load isn't as heavy. Then maybe they can pass something [cf. Cluster B, 3, e].

It is hard to answer that question. (Question 4: Would you make the same career change choice again?) Certainly I enjoy the teaching, and in that sense would make the same decision. However, I wouldn't make the decision today to become a community college teacher at this college, and in this division. They have gone down hill. You have to remember, though, that the decision was made back then and it was probably right for the time. I couldn't have predicted

what would happen. But I like teaching. I'd like to be a mentor. When in industry I had mentors, whether consciously or unconsciously. I'd like to give back from all the experiences I have had in industry, travel (and I have been fortunate to have been able to do a lot of it), and the academic side of things, to the youth. I think that's part of the reason I went into teaching [cf. Cluster A, 2; Cluster B, 4]. It is from hindsight that I'm telling you I wouldn't do it based on the division today. Twenty years ago, faculty would sit around and talk; today there are faculty ghosts. I blame part of this on the union, the SWF, and administration, but to me it goes against the grain. I guess there's not that much that administration can do about it. But faculty shouldn't limit their time to the classroom if they are in teaching. You should not only make yourself available to the students, but to your colleagues. At the beginning, my colleagues really helped me! It was a great feeling! It doesn't matter what the stimulus is to get together. Now I feel I had something to offer them [cf. Cluster B, 4].

It was all unconscious... the experiences that had prepared me to teach. The nuns, teachers, professors, military, and people I worked with or met in my career. I remember all the people who have added to me. Teaching was a way to pay back debts to all the people who have shared with me [cf. Cluster B, 5, a].

You'll remember, I said in my job I hired and trained employees. I would explain policies... American policies, Canadian ones, provincial, the company's, their own and my own. One example of my own policy was that the greater the distance from home office, the greater the trust required. Once you know the person has the knowledge, and skills, then they can go on to develop self-confidence, and the more trust you can have in them. It's the same with students. At the institution where I taught part-time, that's how they treated me. They gave me subjects they knew I could teach, and I got on with it. I remember the things done to and for me. It wasn't just learning. It was trusting you to do things, to be there. I didn't have to punch a clock. That first strike at the college... I felt it was immoral. I didn't handle it at all well personally. Mind you, I think you should be able to go in and speak to your boss, and negotiate your own raise! [cf. Cluster B, 5, a]

I think you have to give knowledge, allow personal freedom, and if something goes wrong, to sit down with the person to correct it. Fairness is the key: tough but fair. I think, at least, I hope that is what I have been with the students [cf. Cluster B, 5, b].

Sure these things influenced my decision, and to choose

teaching. I wanted to impart to others what I have learned in industry. Now, I'd like to impart to others what I have learned about teaching [cf. Cluster B, 5, b].

Oh, when I filled out official forms, I wrote teaching master. That was the official title, the job description. However, if I was travelling in the United States, I used college professor; that's the term they are familiar with. Socially, I said I taught at a college, then we'd get into which one and what area, subjects etc. [cf. Cluster C, 6]. Now I say I teach at a university. The pride of teaching at a community college isn't there.

I haven't changed what I write on forms or say. I teach in a college or university. Although I use the term 'professor' on official forms, I legitimately feel I can. I teach at a university. 'Professor' is a real farce at colleges... except in the States where it has some meaning. In community colleges you have people without degrees as professors. I say I teach in a subject specific area [cf. Cluster C, 7].

When did I first think if myself as a teacher? After my first class teaching part-time! Is that allowed? It's before I started full-time. You have to remember, though, that these were not new students, and I was teaching subjects I knew. At the break, the students came up to the desk to ask questions... and I could answer them! The next time we had a class I told the students to ask the questions in class. They could say, 'I have a friend' who wants to know. That way they wouldn't lose face. Although they were adults, they were in classes with people they didn't know, and were afraid to ask in case they should appear stupid or dumb. They didn't need to. Afterwards, they started asking more questions in class. It felt great! I enjoyed the interchange with the students. The subjects were very familiar, part of my background and I could answer the questions. It all fit together. I was reasonably prepared. I enjoyed it right from the very beginning. After my first class, I came back home and said 'Guess what? Your Dad's a teacher!' You know, I think they were quite proud of me [cf. Cluster C, 8].

If my first teaching experience had been the first subject I taught at the college which was deadly, I would probably have thought of myself as a failure... certainly not a teacher.

I didn't feel I was a specialist in (...), my academic/ industry background was different. I think I've always had a broad view of my 'self'. To be in teaching you have to pretty broad minded and my background includes an eclectic collection of interests. I don't think you can be as good a teacher if

you only know one area [cf. Cluster C, 8].

Yes, I've continued to be involved with my other career. I don't work for a company, but I do some work on the side for myself and other people... consulting, advising. The thing with my involvement is that it mainly involves the printed word, I don't have to be in the field to maintain expertise. I also go to annual meetings but I'm not involved in the decision making as I had been with the company I worked for. Sure, I see this as part of my job in order to stay current. I can't see how administration can assign faculty to an area to teach if they haven't lived the area [cf. Cluster C, 9, a].

When I'm dealing with people in the professional area, how I call myself depends on the audience. I am a college teacher, (specialty) advisor/consultant, or professional (...) [cf. Cluster C, 9, a].

I maintain a number of professional affiliations: I belong to one international and several Canadian associations. I'm an audience participant. This way I am sent and read the literature. I'm also publishing another text. I go to the meetings if they are in town; the college doesn't pay. I'm not active on any of the association committees [cf. Cluster C, 9, b]. Time was really the problem, and I put more time into the college. I used to do more committee work at the college [cf. Cluster C, 9, c].

Now I read more teaching/educational journals. My area of specialization recognizes education as a specialty. I am definitely more focussed on education. I am more interested in how to motivate people [cf. Cluster C, 9, c].

In the first year, I was definitely content focussed, but this changed by the third year [cf. Cluster C, 10, a]. I think the promotion meetings and talking with colleagues contributed to the changes. By then, I could see that sometimes you needed some rigid policies. For example, what do you do when you ask students to list three examples of fruit and they list apples, oranges, beans and lemons? They say they've given you three correct items. As a teacher you have to know how you are going to deal with this. Do you know what I do? I put down three lines, one starting with (a), one with (b), and one with (c). They are not to write any more. I learned that my tests were not perfect. But at the beginning I didn't know. I started to identify the pitfalls. Talking to other teachers, and the promotion committees helped [cf. Cluster C, 10, b]. I started to anticipate teaching pitfalls, to clarify my phrasing so I to get more what I wanted on tests and quizzes, and yet, to be flexible. By years two and three, I was a teacher first, then industry specialist [cf. Cluster C, 10, a].

This interview recommences with question 10.

Colleagues were a major factor in the first year. You will recall that I was timetabled with a subject I shouldn't have been assigned. My colleague and I were always switching ideas. I can tell you that all my teaching colleagues were cooperative. But you have to remember that was also early on in the existence of the college when there was good camaraderie. My colleagues helped mainly with content. There was something of a lounge where faculty could sit and talk and there were occasional meetings in which we consulted about curriculum. In fact, I think this is something that is pretty important, to have subject meetings... to have more than one teacher teaching a subject and to get them together to discuss the syllabus [cf. Cluster C, 10, a].

When I was part-time teaching, I was very much on my own with no one to talk to. There was only the one section of the subject, which precluded subject discussions with other teachers. As a full-time college teacher, there were multi-sections with lots of opportunity for exchange with other teachers teaching the same subject and for group exchange over the syllabus [cf. Cluster C, 10, a].

Another factor which I don't know whether was a help or a hinderance, was that I was also taking a course while I was teaching. I did this at night. I found I was studying the teacher's teaching style at the same time I was a student. The content was really not that much of a problem. I watched how the person taught, their way of handling things, and thinking I could try this, or this works or doesn't. I was very conscious of the style. In fact, it was a bit of a burden to be a student at the same time [cf. Cluster C, 10, a].

I think in years two and three I read the newspapers and discovered the journals. I joined the professional associations [cf. Cluster C, 10, a]. Also at that time the college had a month of professional development. It was a pretty multi-purpose program. It was in May, and they brought in outside speakers, some from OISE, some from other educational institutions... people with teaching credentials. Although some people pooh poohed them, I was like a sponge. I remember one couple from OISE in particular. I think it was a husband and wife team... Michael Orme, or a name like that [cf. Cluster C, 10, a].

In subsequent years, it was helping colleagues. You learn and become more conscious of yourself when you try to help someone else [cf. Cluster C, 10, a].

The students themselves affect your way of teaching.

What I knew was based on the way I was taught. I had to build on this. For example, I tried to get more thinking in class [cf. Cluster C, 10, a].

In the second year, I was invited to develop some advanced subjects which I subsequently taught. Since the program was relatively new and changing, there was a need for these subjects in the program. I was encouraged to do this by the chair. It was flattering to be asked and it encouraged me. I'm the sort of person who if I agree to do something, will always do my best, but if someone encourages me, I give it even more effort. I don't know what it is. Perhaps I don't want to disappoint them or myself. Anyway, the more I'm asked to do, the more effort. The teachers became subject experts. We worked as a team. It sort of developed by osmosis. We just didn't have end of term promotion committee meetings, we had mini promotion meetings during the semester, and we even exchanged grade sheets. After all, we had the same students and we were interested in how they were doing. By this time the students are almost specializing. They do well in some areas and not so well in others. We got to know their strengths and could help them. The cooperation between the teachers was great; it worked very well. You could trust your colleagues. They had the subject knowledge and we respected one another. Not like today, when for some faculty, if they told you it was Wednesday, you'd go home and check the calendar [cf. Cluster C, 10, a].

I guess the factors which helped me to become a teacher changed because I developed confidence in the material. I had no qualms about the content. It became a question of teaching style and timing. I'd ask myself how much the students could absorb and decide when to take breaks. I'd change things, do problems, have a work session. Sometimes on reading the 'absorption level', a break would be needed sooner, sometimes later [cf. Cluster C, 10, b].

It is important to know the differences. Each semester is different, the quality of the students is different. I have to blend with the students. With 20-30 different students, they are not of one class and one mind. One thing I try to instill is working together. In their last semesters, the students have mentally teamed up. This makes it pretty difficult to deal with the isolate, but it is something I have to try. When I came the faculty was 100% male and the student body was about 99% male. Since then there are more women teachers and students, there have been ethnic changes and changes in the quality of students entering the program. When I started, teachers teaching English as a second language insisted that no other language be spoken in the college, such as in the halls or cafeteria. Now they can speak in their own language and dialects. The only place I

won't allow it is around tests because I don't know what they are saying. Unfortunately this doesn't help the students at all. Administration is probably scared to make a ruling regarding English in the classroom. There's a lot of sensitivity about language issues. I tell them, I sure wouldn't want to learn English. Look at the pronunciation of cow, low and bow! Yet, I don't want the students to hold back. So you see, the mix of the audience has changed, and there are all sorts of roadblocks: language, attitude, motivation, and culture (the inability to talk out). All of this affects their ability to access the material [cf. Cluster C, 10, b].

The material itself changes. The specialty changes. The teacher finds he is obligated to care more about things he may not have cared about before [cf. Cluster C, 10, b].

I think what really interfered with becoming a teacher, especially in the first year, were my own expectations of students. These were based on my own background. I had to make a mental adjustment. This is a continuing challenge. Expectations today are different. Politeness and etiquette are out the window. I was talking with a colleague in the hall not that long ago, when a young fellow walked right in between us as if we weren't there. I hauled him up and told him that this was unacceptable behaviour. He mouthed off at me... so there you go. Also, my initial expectations of students where based on the adults I taught part-time, whereas the community college students were 18-20 year olds [cf. Cluster C, 11 a, b].

What I couldn't accept and still don't, is why students come unprepared to class. If this is unacceptable to me, I can't understand why it isn't unacceptable to them. When the student is failing during the semester, why doesn't he come for help and counselling, if needed? Why do students just fail to show up? Then there is no opportunity to help them! I don't really see any differences between the first year and the second/third and subsequent years. These things still bother me. Perhaps in some cases more so. It is really a continuum. The same feelings are present today. Diminishing standards at high school compromise the standards [cf. Cluster C, 11 a, b].

I find administration disappointing. I don't understand why they are putting so much money into remedial courses at this college. Remedial work should be offered at the high school or lower grades. Why spend money this way when it could be put to better use. Perhaps its grants or something [cf. Cluster C, 11 a, b]. On the other hand, there are always the few students, the cream which encourages you.

Certainly my self-perception as a teacher helped. When I started teaching full-time, I was taking a course at night. I analyzed the teacher's methods and style. I'd ask myself what I would do if I were teaching this. If it was boring, I'd try to think of what I would do differently. If something really worked, I'd want to try it in the day program. You have to impress the students with a bit of razzle dazzle. The reputation about teachers ... the phrase 'those that can't do, teach' isn't true, but it is up to you to prove it. I once had an excellent wrestling coach. He'd stand on the side of the mat in his suit. He never wrestled and certainly never worked up a sweat! He was an engineer, but he sure knew about leverage and about teaching. It is the same with high board divers. Many won't have competed. Golf pros like Jack Nicklaus go to other pros whose names we don't even know to get their putting strokes corrected, to improve technique. The important thing is to know how to teach the material, how to organize it and all about motivation [cf. Cluster C, 12, a].

I have pet questions I ask on every test, quiz, examination which deal with the objectives of the course. You have to have objectives for the course and the classes, otherwise why learn the stuff, why remember it? Students need to know the objective, otherwise its strictly memory work. I also encourage the students to adapt to the teacher. Students may work for a number of firms in industry, and may be doing the same job, but in every case they will have to modify their ways to suit the business they are in. Finally, I concentrate on specialty area education [cf. Cluster C, 12, a].

Depending on the context, I see myself as a specialty advisor/consultant. To be in this sort of area is to find it all around you. You can't not be immersed in it. This affects how I do my job. It makes it interesting, but tiring to keep up with. You can't teach the specialty and not be aware of what is going on in it. If it isn't interesting to me, it sure won't be interesting to the students. All of this helps to bring a more personal focus to the course. I find, for example, at the university, that topical items capture their interest and get them involved. I also bring humour into the classroom. I have a file of cartoons relevant to different topics. I use them to do the same thing [cf. Cluster C, 12, b].

The best things about becoming a teacher in the community college? Working with young people, and being a benevolent dictator. It is true, it's by far the most efficient way of getting things accomplished. It's good to think you're helping someone. It's also fun. Now, I'd like to help other teachers in the area. I've been given so much, I feel I owe others. Another thing is the time factor. It is not a nine

to five type of job. This allows for creativity. I can do my marking at home, free of any interruptions. I have a computer at home. I can take the time to think at home without distractions. You don't have to hang around [cf. Cluster C, 13, a].

The worst? At the beginning, I thought the job was great. This lasted quite a long time, but then it all went down hill. I think the worst thing about being a community college teacher is the union. It is almost degrading. For one thing it is the wrong union. I feel we are educators, not public servants. The union protects mediocrity. I suppose unions have a place though. So its really what is coming into the system, and not the teaching itself [cf. Cluster C, 13, b].

(New question: What advice would you give an individual contemplating or planning a career change decision to become a community college teacher?) I would first find out something about the person before giving advice. A cookbook response is not appropriate. Perhaps the best thing is for them to try it at night. Maybe given time they could then become a full-time teacher. I'd want to know what their expectations are. An important characteristic would be a desire to help students. There is certainly a big need for good teachers. They also have to have a good idea as to who their audience is. For example, I really feel comfortable teaching the more advanced classes. It is not that I don't want to teach first year students, I would like to, but not the way the curriculum is.

How do I feel about answering these questions? One thing I'd like to do, at another time, would be to sit down with you to talk about education. I've got most of what I know about education in the specialty through journals and conferences. There really isn't anyone else to talk to. P.D. doesn't help... only in the broadest sense. No one really addresses the education in the specialty."

The telephone follow up:

"I thought about becoming a college teacher a great deal during the interviews and afterward. Of late, I have come to feel thankful that I took the path that I did, considering the alternatives. Now as I approach the twilight of my formal teaching career, I am looking to see how I can continue a teaching career. To be quite frank, I don't want to do it at the same level of pressure, but I know I want to continue to teach, and to educate educators.

One of the things that happens is that you go along day by day doing what you have to do, without reflecting on why you're doing it. For example, I know that I shall have to

retire. Some people are O.K. while others take mandatory retirement pretty hard. Anyway, I don't know how I'll be.

The interviews provided me with an opportunity to truly reflect on my career and to recognize how much I enjoy teaching. It resulted in some enlightenment about myself and what I want to do. I actually relish the opportunity to go back to teaching. I feel thankful for that opportunity to put aside and devote time to thinking about it, and it helped considerably to crystallize my thoughts. I didn't realize how much I enjoy teaching, and although I would like to change the amount, I don't want to give up teaching.

The interviews stirred the pot. I recognized that I wasn't the same teacher that started out, as I was at the time we talked, and that I won't be the same teacher at the end. I can see that some things have to change. Things are so much different today; the students' lack of skills is frightening, and I can't make up for their lack. That is what is so frustrating.

The reflections enhanced my thinking about classroom demeanor, and the different quality of students. Although I am not at the college at present, I'm actually looking forward to getting back. I want to change some things. I am not sure what or how, yet, but I want to try some things.

This started a real process for myself. I only wish it had been earlier... in my tenth year of teaching, and not so close to retirement. The knowledge would not only have benefitted me at the college but in other areas as well. In fact, if I were younger, I would demand it. It is a bit like driving. You think you know how to drive, but when you learned there were far fewer cars on the road and conditions were a lot different. A refresher course is helpful. It's the same with teaching... refreshers are needed. Things change.

I learned more from one individual at the college, than he taught, and that was in the area of motivation. If motivated, students can learn anything... even if the teacher isn't that great. I have found out that it is easier to teach introductory course, where you start with the basics, than with higher levels where there can be disharmony with people at very different levels. I just cannot assume students have my education and background. They come out of a different system and time. It is not fair to make assumptions about students new to the college. It only adds to my frustration. What I do is question the students, provide them with learning tools such as texts and tests, and show them how to use the tools to help themselves.

Students are probably apprehensive about taking courses in this area anyway and need help to overcome this. I used to be terribly hurt if students dropped my course, but not anymore. They might not be ready for the course, or perhaps, if it is not a prerequisite and they are having problems elswhere, they should drop it. I've counselled students to think about that, even when they say they like my course.

I have to adapt myself to the audience I have. I can't change what has happened, and the college accepts the students, for whatever political and economic reasons, and this also applies to the larger political pressures, not just the college. Mind you, if I got on my soap box I'd have some advice to the elementary and high school teachers, regarding their preparation of students for higher education!

So, yes, the process didn't stop with the interviews. I realized the enjoyment I've had from teaching and that I don't want to stop. In fact I talked about that with friends last evening... about how to continue to teach. I expect to keep thinking about it. What about you? It must have changed your life. You're probably not the same person you were, and I expect this project will be with you for a lifetime. Am I right?

Alex

"I'm 62 years old. I've taught at the college for 12 1/2 years. I've also been guest teaching at another college one day a week in the day and evening just this semester.

I attended and finished high school in Europe and attended a specialized college over there, obtaining a diploma. I intended to become a (specialty) teacher there but came to Canada instead.

I worked as a manager for 17 years before joining the college. I had a staff of approximately 30, so that will give you a rough idea about how big the operation was. During this time I was also the principal teacher for a private school. Although this would be described as part-time work, I taught continuously over the 17 years... in evenings. When I first came to Canada, I worked in a related area. I was only paid 75 cents an hour, and when the conditions weren't right, I was sent home with no pay. I worked for a small related operation for a couple of years, then moved into my specialty. The related work paid very little and it was hard. I took classes and developed my specialized skills and subscribed to industry demonstrations. I became active in the specialty Association.

I didn't set out to be a community college teacher. I was invited to represent the industry on an advisory committee initiated by the college to set up a specialty program in the late 1970's. They needed a teacher and the chair asked if I'd be interested in teaching. I think they asked me because I was the only one who had brought curriculum and text suggestions to the advisory committee meeting and I had taught before. But, they could only guarantee a limited contract and I couldn't do it. It would have meant giving up my company car, and there would have been a drop in pay. I suggested a graduate of the private school to start the program. I helped out by keeping an eye on things and by teaching the odd class, but it didn't work out, and the person was not hired back. My arm was twisted to reconsider. I weighed the sacrifices, but then looked at the long range and at what I could offer.

It was even more interesting, because at this time, from the industry point of view, they didn't want the program. They already had a diploma program at another college sponsored by the industry. The Association contacted the Ministry of Colleges and Universities about our program and I got a phone call. What I did was call up the executive director of the Association and meet him for lunch. I explained how our program was different, and explained the mandate and vision we had. It must have worked, because next thing I knew, I got another call from the M.C.U. to say, I don't know what you did, but the objections have been removed and the industry is fully supportive. I then started the program.

At first it was a sponsored program, but this lasted only for two semesters, then there was no more funding. We had to go out on our own and get fee paying students. Although some of the sponsored students were very good, they just sent anyone, and many had no interest or ability in the area. With fee paying, we got better students. We ran several semesters a year and had a waiting list for each course.

I'd had a lot of experience and a real desire to share it. Teaching also added a new direction and dimension to my life.

I'd rank order the reasons for changing my career and becoming a college teacher this way: share experiences with new members of the industry, the position of teacher in the community (it's still respected), the prospect of growing... self-actualization and using all the skills (actual and latent) because of the things I'd have to do (curriculum; teaching; dealing with faculty, students, administration; coordination of meetings and all), and time: time for self-development (industry is too hectic, too focussed) and time for family [cf. Cluster A, 1, 2].

I figured I had to take the job. This way I could contribute to the students, industry, myself and the college. Coming from a strong work ethic, I believe you have to give before you can receive [cf. Cluster A, 2].

I anticipated that the college would be a training institution for higher technical training... at a higher level than vocational training in high school... a glorified trade school. I had taken industry related courses in at another college so had a pretty good idea what it was about. I saw it as very much a **community** college serving the needs of the community with a variety of programs. If a need was perceived by the community, the college would mount a program. You could see this with the evening programs. I also saw first hand that industry people were involved in delivering the programs. When I joined the Advisory Committee I could see that the members were treated as professionals [cf. Cluster B, 3, a]. This appealed to me.

I anticipated the teaching pretty well since I had already done part-time teaching. As an example, I anticipated the curriculum, which required daily activities and progression [cf. Cluster B, b, c]. What I didn't anticipate was all the administration to be done involving curriculum, seminars, all the recording, etc. I certainly didn't anticipate this before joining and no one told me about the amount of concentration and thinking required. I also didn't know that there'd be compulsory English for the students [cf. Cluster B, e]. At the beginning, I was doing 25 hours teaching a week.

I thought I would be properly introduced to people. Any other time I'd taught, someone introduced me to the group. However, with the chair on holiday, I was expected to go into the class and introduce myself and get on with the course. There was no orientation. I didn't know anybody and had no one to turn to for help. I didn't even have an office. None of that was in place at the time [cf. Cluster B, b, d].

I also thought the students would be highly motivated. At that time, the students were sponsored. Generally they were not motivated... although some in the first group were [cf. Cluster B, 3, b, d]. I hadn't anticipated such a wide variety in skill, education, attitude, knowledge, and motivation [cf. Cluster B, 3, e]. But it worked out beautifully.

I think my anticipations of the college were accurate, and those other things... well, I accepted the situation and was not disappointed. I gradually got to know people over the first two weeks. I was the only full-time teacher in my specialty but my colleagues were very supportive, helpful and

friendly. It all fell into place remarkably well. I also had a good dean who was very supportive [cf. Cluster B, 3, c].

One of the surprises was setting up the curriculum and some of the discussions you get into. The campus had different methods of delivering programs to suit student needs. The chair suggested that the program adopt a different one from what I was using. He had no idea; this was impossible. I found myself having to defend this to the dean. I won. I was really concerned about the quality of the graduates and program credibility. So I found out that other people have ideas for the program and they may not work.

You ask if I'd make the same decision again to change careers and become a community college teacher... absolutely. There's no question it was the best move... to teach. It broadens your own vision. The teacher is also a learner. There's built in rejuvenation. That's a key thing. I could also travel. I'd get longer holidays. They were spread over the year because of the intakes. I only got two and later three weeks in industry. I could tie them in with my career. For example, I'd visit specialized colleges abroad. My colleagues were very gracious hosts. They'd share their curriculum. I enjoyed meeting people from other countries and still keep up with them and share with them [cf. Cluster B, 4]. In later years, I was able to bring people over from other countries to help the industry here. As an organizer, you get a chance to attend free, so this was my professional development. I could keep current.

Certainly I had experiences that prepared me for teaching. I am the eldest son of a large family. I was entrusted quite often with the younger ones and organized them. I taught them various activities. I developed leadership qualities early in life. Then I was drafted into the army. I became a sergeant and instructed others. In industry I had a specialty. I was asked by the industry to speak and do demonstrations. I progressed to become a manager. I was responsible for helping the companies I worked for to grow. Also as a manager, you are a teacher. When I was teaching part-time for the private school, it helped build my confidence level. I could see that specific steps were required to teach skills and my presentation skills improved. When I first came to Canada, I had limited language skills. The part-time teaching honed and expanded my vocabulary and communication skills. I became far more proficient than I could ever have been just from the government sponsored English course I took when I immigrated [cf. Cluster B, 5, a].

I really didn't initiate opportunities or solicit them, I was usually asked to do things, join people and to conduct

seminars. But I enjoyed them and found them satisfying. I liked to see people develop and grow. This is the key. I cannot see any teacher teaching just because they like the subject. You have to like people. People skills are first [cf. Cluster B, 5, b].

I used the term teacher on official documents and when meeting people for the first time said I was a teacher at the college. Then they'd usually ask what in so I'd tell them [cf. Cluster C, 6]. I don't like the term professor and don't use it. It's presumptuous. We're not a university. It is misleading. The public has a different world view of the term and it raises different expectations. The breadth of training isn't there. We have a trades perspective. So I use the same term 'teacher' today [cf. Cluster C, 7].

I think I first began to think of myself as a teacher when I was promoted to sergeant. I was teaching a platoon of 20-30 people. It was a frightening experience because I thought of them as my peers and wondered if I'd measure up. After that it was better. I had topics I was asked to talk about. You think of yourself as a teacher when you know your stuff, and put yourself in a position to teach and show someone else. This was so even in the family, when I showed the children how to do things. All this lead to my thinking of myself as a teacher. Also, the young men in the platoon who must have been 19 or 20, came to me with different problems. I'm not sure why, perhaps they found I gave reasonable answers and advice. We'd talk about how to behave on dates, about sex, and anything else. I found I was also a counsellor. I built on these experiences. At the beginning I found it frightening. I wondered whether I was competent enough. I felt pretty insecure [cf. Cluster C, 8].

In industry I felt I was a teacher. I had a message to give to an audience. I'd first find out about the audience and then try to give them what they wanted. This felt good because of the responses I'd get back. People would comment afterwards on the presentation, on what they'd learned, about my approachability and so on. It felt wonderful. I felt respected as a teacher and professional [cf. Cluster C, 8].

I've always maintained a strong involvement with my profession [cf. Cluster C, 9, c]. When I started teaching, the program was brand new. You'll recall, I had to really sell it to the industry. They didn't want the program; their response was negative. I wrote modules for a part-time program, because I thought if I could show the industry what education could do for them, this would sell the program. I brought the industry back to school and to this college. It worked. The industry started providing job opportunities for the day students. The industry was ecstatic, and that was 11

years ago. The industry soon supported the program. For the part-time program, I drew on the industry, hiring teachers with special skills, and saw that certificates were given out after each module. The focus was on the college providing the training [cf. Cluster C, 9, a].

I also joined the Board of Directors for the Association and served as vice-president, president and past-president [cf. Cluster C, 9, b]. I wanted the college name to reach more people in industry; we'd have the meetings at the college. That meant any literature sent out and any results of the meetings which were written up in the trade publications, mentioned the college. This organization focuses on industry needs. The position on the Board lead to a higher profile and status in the industry and to other opportunities. I always did these sorts of things as a teacher and college representative [cf. Cluster C, 9, a]. One referral opportunity was being approached by the Provincial Government to set up a profile on the industry, a DACUM chart of the required skills and knowledge. It's still available through the Government Bookstore [cf. Cluster C, 9, a].

I want our own graduates to be able to go out into industry and this has worked out well for us.

I also do a lot of organizing. For example, I put on special industry events at the college. There's (example given) which is held once a year and involves our students. This year people came from different parts of the province... some from quite far away. We have seminars in different rooms, a keynote address etc. I try to involve college personnel in the seminars. This event is for people in the industry and we also have writers attend who will do a story for publications. All of this helps to establish in the mind of the industry and public that this college is a viable institution and that the program is not out-dated [cf. Cluster C, 9].

I believe you have to be actively involved with your discipline. I've been vice-president, president and past-president of the Association, but have resigned my position largely because people in industry think teachers only work until 3 p.m., and you can work on their stuff for the rest of the time. They rely on faculty to do it all, and I have done. Now the Program Chair position has fallen to someone else. I got out of it because I felt we need a new nucleus [cf. Cluster C, 9, c].

I'm also a resource person for a number of organizations and an ambassador for worldwide organizations, where I am asked to offer an opinion on various issues and to act as a host to particular visiting professional colleagues [cf.

Cluster C, 9, b].

I do the commentary at international events held in Canada, giving the Canadian perspective. I do this because I want people to see Alex as this college and the college as Alex. Everything is done under the umbrella of this college [cf. Cluster C, 9, a].

As president of the Association, I was asked to organize a specific aspect of a prestigious conference a few years ago. I was asked to be the Chief Coordinator, with a substantial budget. I not only organized the industry, but I also got the students involved. In anything I do, the students must be involved. They must help and be part of it. In return, I make sure they get free entry or other recognition for their work. This type of conference drew attention world wide and provided a Canadian focus. I had administrative credibility. Presentation skills were required and leadership [cf. Cluster C, 9 a].

I'm involved with the profession on a monthly basis [cf. Cluster C, 9, a].

It's really part of the job at the college. It is important for currency. You have to keep a hand on the pulse of the industry. You have to be credible in the industry, with the students and with the management of the college. They want to know the good things you're doing for the college. I represent it [cf. Cluster C, 9, a].

Affiliations? I'm a member of the Association. I belong on both the local and regional levels. I'm education representative to the Board of Directors at the national level. I'm still active but in a more consultative role [cf. Cluster C, 9, b].

I don't know if this is relevant, but I formed my own company about a year and a half ago when I knew I would be retiring. I felt it was necessary to anticipate retirement and not leave everything to the last minute. In industry, it is so important to have a network. Now I am hired as a consultant and paid for it. I'm involved with specific staff training and product development. I'm even linked up with a travel bureau to take industry representatives overseas.

What helped me to become a teacher? Professional development workshops. Teacher orientations are a must. Personally I didn't get one. P.D. should be mandatory... at least 5 a year, no matter how long you've been with the college. I took in four, I think, this year. Through professional development you get an opportunity to talk with your fellow teachers, to exchange ideas and to discuss

philosophies about teaching and the profession. I am also on the search for articles and books. This is an example of a book that I came across in the Mall around the corner... a text on teaching master strategies. They help me to develop a vision, they stimulate thought, and help me to develop practice. When I read them certain things make sense; I try them out. I also read the college publications like Innovation Abstracts. That's a good publication with lots of good ideas [cf. Cluster C, 10, a].

In year one, I read articles on teaching. I needed information and I was on my own with the program. I was the only teacher full-time for a number of years. I also developed the modules for the industry at that time. The part-time teachers needed photocopies, materials to teach with [cf. Cluster C, 10, a].

In the second and third years the professional development helped. That was at the end of May, but with our program, I couldn't get to all the offerings. Instead, I went to the Saturday part-time teacher's program. I remember someone from OISE who did a very good session on teaching tips. The P.D. stimulates thinking and interest. You have to have an attitude as a teacher that you can always do better. I believe that [cf. Cluster C, 10, a].

In later years, my colleague joined the program. We'd eat lunch together in my office. There was always lots of dialogue about subjects and about students. We'd bounce ideas off each other [cf. Cluster C, 10, a].

There are also some excellent T.V. Ontario programs. The presenters are always so articulate. I observe how people communicate. These programs are great because I can compare; I think to myself, how would I do that? I analyze my own and other's habits [cf. Cluster C, 10, a].

Of course, students have played a role right from the very beginning... their diversity. Some of the students have had professional careers, such as teachers or nurses before joining the program. I'm always interested in their backgrounds, the way they write their essays, their world view. It's tremendous [cf. Cluster C, 10, a].

When they wanted to cancel the program, before we got started... that almost interfered with me becoming a teacher. However, I was able to show it was alright to start ours and get the support of the industry. I'm a proactive rather than reactive person. I'm hard to dissuade and feel strongly about things so nothing really interfered with me becoming a teacher [cf. Cluster C, 11, a].

Yes, I think that it helps (...seeing myself as a teacher). For one thing there is a lot of responsibility placed on you. Teachers' academic decisions affect the careers of students... whether they are successful in the program and able to graduate. Teachers have an effect on people that can show up later. Individuals are influenced by professional attitudes. I ask myself if I am a suitable role model for the profession in my career of choice. There has to be fairness, compatibility, trustworthiness, and openness; these qualities are important. I believe a teacher is committed to a sense of vision and communicates that to the students. I have to believe in myself in the industry, in what I am doing and convey that excitement and commitment to the students. I can think of an accounting teacher who went into the class and announced that what he was going to teach was boring, but had to be learned. I took him aside and told him I'd had to bail him out with the students, because if he wasn't convinced that what he was teaching was important, then how could he expect the students to learn it. Accounting is essential to this industry, and a requirement for entering it, surviving and being successful. If it's that important, the students will work twice as hard [cf. Cluster C, 12, a].

I always tell the students they can expect their faculty will be giving 200%; all I am asking is that they give 100% commitment and dedication. I tell you, it works. We are one of the few programs with no attrition. You have to communicate the vision [cf. Cluster C, 12, a].

Yet you've also got to maintain identity in the profession. Certainly, I've found professional identity has also helped in the job. It is necessary for credibility. It is good to fly under the umbrella of a respected industry. Perception is important. You have to move in the upper echelon [cf. Cluster C, 12, b].

On the other hand, I wouldn't go back into my profession as a (...). The focus is too limiting. As a teacher, I see the broad picture. Industry has the narrower perspective of small business. In addition, I'm treated differently by the industry. I am expected to have a broader vision. I am seen as a spokesperson, with broader knowledge and deeper understanding. They expect me to be able to combine skills and knowledge, industry and teaching together. I do this for the profession.

The best things about teaching in a community college are: the students, the diversity of students, involvement with fellow teachers, having a good rapport with the deans and chairs, professional status in the community (it ties in with how your own children perceive you), and personal growth and development [cf. Cluster C, 13, a].

The worst things have nothing to do with teaching. I dislike the union. It conveys confrontation, and that's not the way to solve things, especially in a teaching institution. I'd prefer a teacher's association. Unions don't allow the chairs to manage. An example has to do with meetings. How can they be optional? Teachers should attend. As union members, they should show up and be full participants so they can be better at what they do. If they don't show up, there's erosion... they are no longer accountable to the public. We are public employees. We need to develop teachers. It is the responsibility of a profession to develop [cf. Cluster C, 13, b].

As far as I am concerned, being a community college teacher is the best job on the face of the earth. It's the only institution where lunch is flexible. There is autonomy. I had to fight for everything in industry and negotiate everything. When colleges hire they should not only look at the academic credentials, but look at the personal side, at attitudes, and their work in industry. People who've worked in industry have a basis for comparison.

(Question: What advice would you give someone considering or planning a career change decision to become a community college teacher?) I'd want to know what their reasons are for wanting to teach in a community college. Is it security, free time? I strongly believe that you want people with a commitment of sharing, and people with proven ability, who can communicate information and manage people. See whether they have a record of volunteering in associations to see if they have a giving nature. I'd want to know how strongly they feel about their profession or trade. If not, they certainly won't be able to communicate to others except negatively. They won't be able to inspire others to excel in their profession. And it is encumbent upon them to keep on learning, to stay in tune with the industry and to be involved with the industry. There must be credibility both ways. I really believe you can make a difference in people's lives and careers. Motivation and enthusiasm are critical.

No one has ever asked me these sorts of questions before. I've never talked about them."

Telephone follow up:

The interviews gave me a chance to reflect positively on my career, and to recognize what a marvellous opportunity working at the college had been... and what the college had given me. I have many fine memories of the college and the people.

I was at a retirement function recently, and realized that some people where taking retirement badly, whereas I've

formed my own consulting company, and have been able to use things I learned over the years in a new career. The college made this possible. What I do now involves some teaching, so I haven't even given it up.

I don't think I have anything to add. Reading the transcript and our discussions showed me that you grasped what I was telling you pretty well.

I just know that I have no regrets looking back. It was the very best thing in my life to be able to share with others.

Alyssum

"I am 45 years old. I have a B.A. degree but no formal education in the career path in which I am teaching.

My formal work experience is in a very narrow area. I worked part-time in the "other" profession ever since grade nine during the year and full-time every summer. I went to university after high school but continued to work, expanding my experiences. I dropped out of full-time university in 1967 and worked full-time. I immigrated to Canada in the fall of 1968 and got a job right away in the profession. Six months later I found new employment in a different office. I remained with this employer until 1976 when I joined the college. I've been there ever since.

Before we start, there's one thing you should know. There was a point in my life prior to immigration, in high school and in university where I can remember thinking I have absolutely no desire to be a teacher. I saw it as a female job category. I didn't want to see myself as limited. It's ironic that I'm now a teacher. I saw teaching, nursing and secretarial work as female occupations. I saw myself as having a career.

I started at university at my father's Alma Mater, planning to follow the same career. I soon got caught up in the 1960's activism and freedom movement. I was tired of working and didn't want to continue my studies. In third year I stopped. I was doing O.K. In fact I was carrying a double major. Now my work life was simply a means to an end. I had to financially support myself. I was more interested in social life.

I followed a young man to Canada. I came to visit him and noticed an astounding difference between the two cities. At that time in the States the National Guard was called out

almost every week. You couldn't walk freely on the streets without being challenged. There were riots and all sorts of unpleasantness. Do you remember Richard Speck? My parents were very worried about me living on my own. It was quiet here. I can remember thinking the Art Gallery wasn't up to much but the city felt free and I could walk about without fear.

I was eager for adventure and I decided to come to Canada. When I look back, the border crossing was amazing. I arrived at the border with a truck, all my belongings, and a dog. A friend drove me. The Customs officer looked at me surprised and said, 'You can't just come in. You have to have and be able to prove you have a job!' So I stored my stuff, took the dog to a vet, got on the train and came to the city. This was a Friday. I picked up a Globe and Mail, looked for a job, phoned, got an interview and was hired on the spot. I got a letter from the employer and went back to the border, showed them the letter, retrieved my belongings and crossed into Canada. I started work on the Tuesday!

I worked about 6 months in that office, but it was short staffed and I was being paid about half what I was earning in the U.S.A., and I wasn't well paid there. Mind you, I enjoyed the mixed community of people in the area; there were Portuguese, Italians, Greeks. I did everything in the office. I was so underpaid! I worked very long hours, 'till about seven each night and every other Saturday which was to be until noon but most often ended up being about 2 p.m. and that was on the same pay as from Monday to Friday! And I was in the office all day. There was really no where to go for lunch.

Then the apartment started to be a drop in center for people. It became awfully crowded and it started to be that I was the only one gainfully employed. I decided to find a new job and a place for myself (that's the key word... by myself) to live in. I got another Globe and Mail, it had worked before, and saw an ad. I didn't have the qualifications for it, but applied anyway. When I look back, I'm not really an adventurer... and see that I did things like the border crossing and applying for this job that I can't see myself doing, at least not at this age! It astounds me. Anyway, I brazenly applied for this job, even though I knew I didn't have the qualifications they were looking for. I was interviewed by two people. This was impressive; they each had questions. I got the job and a better salary. I think that previously they hired people without experience; they had to train them.... Within two weeks I got a raise.

Shortly after, they hired someone with no experience; this person did not work out. So I was moved into that job,

and stayed there until the partnership broke up four years later. I filled a number of roles in that office. When the partnership dissolved, I moved on with the younger one and became his office manager. I had a lot of admiration for his skills and knowledge and learned a great deal with him. For one thing, he was a very quiet man, and which isn't the best personality attribute in the business. He assumed that the staff would compensate. This really stretched me. I had to learn how to read people and to work with that. It was also interesting when the association dissolved because I worked with my employer planning and establishing the new business.

We had a good time for a year or two. I made suggestions and we'd try them out. You see, I had a lot of experience by then and was aware of the tricks used. I found myself concentrating and asking questions. I was really involved.

I was marrying and having a child during this time, and started to feel that this was all well and good, but I hadn't expected to be a careerist in this area all my life, nor did I wish to be. When I thought back to all my friends at university, I realized that they would have got their degrees by then and would be getting jobs accordingly. I felt trapped. I had probably felt trapped before the baby was born.

I found I was having to make things interesting for myself. When the employer was out of the office, I'd be by myself with the phone and nothing to do. I'd try to figure out how to make things better. But eventually I exhausted all the challenges.

I felt cornered, married with a child. We needed the income. I had to work. My time was apportioned between child and work. I felt women should have a career.

I found new challenges. I helped set up and run a community initiated organization. That got established. This was really the first time I'd had experience in organizing a venture and conducting meetings and so on.

But I still felt unsatisfied and wanted to be more than what I was. I decided to go back to school and applied to the university. I talked with my husband about working part-time and felt it was worth the struggle to get in and go back to school. I got rejected! I've kept the letter. I couldn't believe it. I was rejected because I was too old. They could never get away with that today. They said they took a certain percentage of students from Ontario, and from out of province and that admissions were limited to students 18-19 years of age. Given my family life etc. it was unlikely that I would succeed. I can't tell you how hurt I was and how depressed

for a while! Then I really felt trapped. The program of study was ideal and manageable. I had no back up plan, no alternative. I just never thought I would be rejected. I had lots of experience and a good academic background.

This was followed the next year by a health problem and surgery. It was a very nervous summer waiting for the results. Then my marriage suddenly dissolved. That certainly didn't help with the frustration and nervous level. I became preoccupied, dependent on the job. I remained in the same apartment. I didn't feel secure. Although I was promised child support, it wasn't a great deal and I knew that support for many women was just not there. About this time city prices really started to go up.

I began in 1975, to seriously think about what I could do. I felt trapped. I couldn't stop work to educate myself. I never thought of social services. I don't know why. Then I moved to a house. A friend of mine was needing someone to look after her house. I thought it would be nice to have a house and garden for my child and myself. Gardening is enjoyable, very soothing, very therapeutic.

Someone about this time suggested teaching; I think they had elementary school in mind. I had thought about teaching at college. I tried to suspend my frustration by thinking what it would be like. On a number of occasions I had oriented new people to the office. I dwelt on the idea that by then my child would be at school age, and wouldn't it be nice to keep the same hours as him and to have the summers off and not be so dependent on day care, which was always a major worry and concern for me.

By that time I had served on another similar community organization in different capacities, ending up as president. It was more sophisticated than the first one.

But I couldn't find a way to stop work. I didn't want to ask my parents for support because of the assumptions I made about strings attached. By that time, I knew I didn't want to leave Canada. I felt very strongly about this. It is truly different... a different pace of life. I wanted to stay here. Perhaps, it was also a need to maintain my independence.

I felt stuck. I wasn't happy but focussed socially on the community organization. This was the time when the feminist movement really took off in the city. I spent a lot of time with these women. A lot of them were high up in the movement. I saw how powerful they were and saw them show this strong part of their personalities. In fact, I might not have had the confidence, except for these women who encouraged me.

In the mean time, I had applied for a new position in a different part of the city. I thought I had to change. I had reached an impasse with my employer. He'd been having trouble keeping staff. Too many left at the same time, and then I found myself having to do two jobs and not doing justice to either. I knew someone who had expressed an interest in changing her career. She had been a client and also worked in the building. My employer felt it was unethical for him to try to lure this person from her current employer, so would I interview her. I did and told her the job was hers if she wanted it.

Now, I was responsible for the payroll. After a couple of weeks I found out that this new employee, who had no specific experience in this field and had to be taught everything, had been started at a higher salary than I was getting. This caught me at a bad time. After working without adequate number of staff for some time, and with having to train this person, I was exhausted. I confronted him. It all started out very rationally. He argued that she had more education. As far as I was concerned we had the same number of years. He said she had specialized training useful in the business whereas I didn't. However, aside from that, I'd had to train her. I felt very hurt about this. Although we really didn't have a personal relationship because he was so quiet, he'd always been very supportive, encouraging me with some practical financial advice. I immediately wanted to leave and to take the new job that was offered. Then I realized that was a very silly thing to do. I could walk to work rather than have to spend money getting to work. Also, I didn't need the temptation to spend money. At best, I could see it was a lateral move with limited return. I needed time to think about other options.

Maybe it's not coincidental, but at this time a woman who I'd worked with at the previous employer's and who had stayed with the older man when the partnership had dissolved, found herself looking for a job when he retired and got hired at the university. Anyway, she was in a position to hear scuttlebutt and called me. She told me about a new program possibly starting in community colleges. And she heard that the college might get it. They'd need teachers and my friend encouraged me to apply. I said I had no teaching experience. But she urged me to apply anyway since teaching seemed to be the exact career I should have with a young child.

It seemed the right avenue to take, and I had nothing to lose. I telephoned and got an interview. That would be in the June. I went for the interview. I was shown around. It was a brand new facility with new programs requiring new staff. I had a lengthy interview. It was explained to me several times that they needed to hire a teacher and a

technician. I was asked which I would be interested in. I truly felt it didn't matter. Certain benefits came with both jobs, which you certainly don't get in the business I was in, even today. This was appealing to me. I felt it didn't matter; I saw the potential for vertical movement. I would consider either. I felt pretty good after the interview. I felt they wouldn't have spent so long interviewing if it hadn't been positive. What surprised me is that I didn't hear for so long. I had told them I had worked full-time for seven years with my employer and that if I got this job, as a courtesy, I'd have to give him at least a month's notice so he could find a replacement. But I was told they were about to go on holiday.

At the beginning of August I got the call, and was offered the technician job. I was not at all disappointed. I saw it as a way out. The salary was lower than what I was earning at the time, not by much, but it was. I really wanted the job though. I told the administrator that as a single parent, and responsible for a child, I should not be expected to accept lower pay. I really wanted the job, but could only afford to take it if I was getting the same salary as I was currently earning. I was called back the next day with an O.K. I could only give my employer two week's notice [cf. Cluster A, 1].

When I began, I had a lot of latitude. There had never been a technician nor a program before. The job was very much what I chose to make of it. The other teachers were also brand new at teaching, although a couple had done some teaching at university. Most had never taught before. Anyway, this allowed me an opportunity that I don't believe is available now.

When I start out, I develop an approach to new tasks. I did this in my "other" profession where I wouldn't always be told what to do, but would have to research it, think about it and to try things out in trial and error. It was the same thing here. I wanted to know the objective, how could I help the teachers. I wanted to know what they would be teaching, and thought how can I support what they want to do. Everything changed. It was so very stimulating.

I watched the students. I interacted with them frequently on a daily basis, and found myself explaining things to them. I noticed when my explanations fell short, and the exhilaration when the penny dropped and they understood. I took on a bit of a teaching function. This was encouraged until the new dean came. I developed some teaching responsibilities first with the area I was responsible for, and then I provided practical teaching in an adjunct area. I supplemented what they were getting in the classroom.

At the end of the first year, I was asked to teach part-time in the evening. This is just what I thought would happen, so said yes. Previously I had talked several times with my child about the fact that I would have to work very hard for a while, but that it will be alright and by doing so we might be able to buy a house and be able to do more things, with more freedom in the summer so we could spend time together. Teaching at night made me really stretch myself. There was so much to learn. I did the first course and then was asked to teach a second, which, again, I agreed to do.

About this time the administration wanted a clear distinction between support staff and teaching faculty. I was directed not to sign any more evaluation forms. Actually, I could understand this and it really didn't matter now I was doing some part-time teaching.

I approached the dean about special work arrangements in order that I could resume my university studies. I wanted to complete a B.A. and upgrade my education. Since the course finished before the start of the academic year, I would still have holiday time left over. I was able to do this.

I taught another evening course in the fall. I think it was about this time that I was asked if I'd be interested in teaching in the fall day-time program as a replacement teacher. I said, yes, of course. I remembered with the previous subject I was only responsible for the practical side. With this one I would be responsible for the whole course. It had its objectives, tests and text. This was in the June. I took all of this material away for the summer. I remember having long talks with one of the full-time teachers with whom I was good friends. I tried not to panic. We arranged a time to get together. I started to learn about objectives, how to write them, and how to set up the course. Personally, I thought the objectives with the course were hard to follow and understand. I also thought they had to be taught in the order I'd been given. This teacher friend explained that this wasn't the case. She explained that what I was looking at were terminal objectives. I wrote the objectives. I think I must have written them at least twice. Then we'd critique them. I had to learn which action verbs truly captured what I was expecting the students to do, and learned how to express this clearly. Between the two of us we rewrote all the objectives. I had to do it because I was teaching the course. If I wasn't clear myself and I didn't understand it, it certainly wouldn't be clear to anyone else. I still believe this today. I also rewrote a number of the tests.

I taught that semester, continued into the next and then got the course back to teach in September. By then, I had so

many teaching hours and so many technician hours that I had to be pretty innovative. I'd get everything ready in one place for the other teachers and then be off in the classroom.

The following year, in 1979, I was back teaching in the day program, teaching an evening course, and teaching some continuing education courses on Saturdays. The dean offered me a full-time teaching position starting in the fall of 1980. I was given a couple of subjects and still had administrative responsibilities from my previous position. I had a few run-ins with the dean about this. I couldn't be in the specialized facility all the time; I needed to be in the library doing some research. But the dean said that's why I was paid what I was. Preparation was done at other times.

So why teaching? Teachers are paid more and have a broader salary range. They also get the summers off. I had a child and was alone. Day care was a constant worry. I didn't want to put my child into a private home where I didn't know what would be happening. This job seemed as good as, if not better than the career path I had attempted to take at university.

I'd become aware of the money differences between staff and teachers when I started to work at the college as a technician. That made me want to strive towards becoming a teacher. I didn't learn until I was there that there was also a status difference. Now in 1991, I am very sensitive to this in a different way, as a faculty person. Then, I had the same sensitivity that I think staff have today. It didn't sit well with my ego. There'd be faculty meetings. I was not always included, or else I'd be dismissed part way through. I was no longer needed. Faculty had desks. I needed to ask for shelves. Later on, of course, I had a desk... I had so much stuff! I didn't feel less aware or less capable than the others. I'd see what they were doing and think I can do that. I didn't want to be treated as if I couldn't.

When you don't think you are operating at a level you think you can you look for change, and that's what I did. I tried so hard to get that teacher status, I worked flat out, and this really didn't change until after the year I was coordinator. It was a chance I had to take advantage of. I felt I had to work at two things very hard. The first was learning more about the professional field so I could relate knowledge to what I had seen, and secondly to research about teaching and see how that related. I did a few short continuing education things. This was also another impetus to complete my B.A. I felt I needed the degree for my credibility. I undertook career specific professional development off campus. I also went to another city for a week long course on experiential learning which explored

various educational models. And I changed the university courses I was taking more toward education. For example, I took psychology of learning and educational psychology.

To rank the main reasons for becoming a teacher, financial security and status would be up there neck and neck. The desire for a schedule that would give me summers off comes next [cf. Cluster A, 2]. When I became a teacher, I felt I had arrived. I felt like a million bucks.

The career change to teaching, then, was one of expediency. It was not for any high flown reasons such as wanting to share my knowledge with others, mentoring students etc. I did it because I felt capable of doing it at the time [cf. Cluster A, 2].

I'm hesitating about my expectations or anticipations about community colleges because of the nature of my coming to the job. I was so determined and primed for leaving my job, I really didn't spend a lot of time thinking about the new one other than I would give it my best shot. I didn't think about community colleges at all, other than as an institution versus a small business where there would be potential for movement [cf. Cluster B, 3, a].

In terms of my anticipations for teaching, I thought first in terms of my discipline. It's something I have done for many years in practically every aspect of what I teach. My first thoughts were how can I make this useful to the students. In fact, I'm still exploring how to facilitate this. I also thought that when I was working as a technician, it was very similar to training someone in a small business. Showing someone the ropes, especially in the specialized aspects is very extensive. I anticipated a lot of work of a different nature than my working life thus far, though it would have similar elements. I anticipated excitement. I'm not sure what the right word is... the alluring part when somehow it is possible to be creative and problem solve... the possibilities when structuring and organizing things of doing so in such a way that someone else can understand it. In my "other" profession I had developed systems through trial and error, and I had found that if I did certain things in a particular way, others would pick it up sooner. I anticipated that thinking was part of the job, that I would have to think about what I would show and try it out. I thought I'd be allowed to do the thinking process. I thought I'd be expected to read a lot and to develop things, including communication skills for teaching, with my fellow teachers and students, and for meetings [cf, Cluster B, 3, b].

I really didn't stop thinking about teaching while I had the technician job, but because I had that job and it was

brand new, I concentrated on that to begin with. Yet I was very much involved with the struggles of the new teachers. I could see with their different personalities, they handled it differently, and I could see that with hard work and continued struggling, it does get better. I'm still at it today.

I think at the time there were vague anticipations, there were thoughts here and there that developed as I stayed in that environment. I found being a technician, it was a very comfy place to develop myself before assuming the teaching role. I was not and am not unhappy with that transition. It gave me an opportunity to observe teaching. I don't think my anticipations were clear cut.

What was accurate was the hard work. I found I had to concentrate when teaching, just as I had to in my "other" profession. It has always been important to me that I feel I've done a good job with whatever I've done. I estimated it would be a difficult job that I would have to be willing to spend time at it, with a lot of concentration and effort and introspection. I'd try something, look back, fine tune or throw out and start again. It is a challenging job and one should not underestimate it. If you're a good teacher, it is always challenging and rewarding. Mind you, in our area, you never have any opportunity for seeing teachers not putting in effort, 110% [cf. Cluster B, 3, c].

I can't think that any anticipations turned out to be inaccurate, because as a technician I had an opportunity to see what was going on [cf. Cluster B, 3,d].

When I think of the word surprise, I think of something happening suddenly, and here there was gradual realization. So in terms of teaching, I can't think of anything of a sudden nature that surprised me. It was more like increased awareness. An example is that lately, I am noticing just how different people are, and thinking about how in our program we can teach to allow for student individuality. I think my secondment helped with this realization. However, in terms of the institution, I remember feeling concern about how unsupervised I was in my teaching considering how untrained I was. No one came into the classroom or encouraged me to have students do an evaluation on me. There was no formal evaluation of my teaching. I was visited twice in the first year by the new dean in different settings, but at the time I was battling being a technician and a full-time teacher. Also my attitude soured after them. I was not told about my teaching and improvements that could be made, but about one mispronunciation in the classroom and in the lab I had devised a method of getting from A to B. I was told this was more appropriate for the classroom and I shouldn't take up valuable lab time. There was no discussion. I was not channelled

toward any professional development or P.D. plan. I soon realized I'd have to develop myself. I became increasingly concerned that here we are purporting to offer quality education, where students pay to come, and no one is making sure that it's happening. I never felt it wasn't quality, but...!!!! [cf. Cluster B, 3, e]

I remember saying to you that I had rejected teaching. I'd recognized it as a female career, and personally I wanted to feel bigger than that. I happened to become a teacher out of expediency, but like a lot of things, I've aged, and my values have changed and are different. Other things have become important. I've been teaching for a decade now. I experience great variety in my work life every day and every year. It is ever changing, even with the same courses, they change, the students change. You get different people as students every year. And I am becoming more adept at facilitating the teaching learning experience [cf. Cluster B, 4].

I can't think of a better career than teaching. You exercise the mind, there's a great deal of variety, there's the thrill and deep satisfaction in helping someone so that they learn and then know something they didn't know before. I have no desire to move to anything different. Without considering what it entailed, I'd rejected it, but teaching embodies more. By happenstance and luck, I came to Canada, and became a teacher. I'm perfectly happy, and if I remained a teacher and at this college for the rest of my working career, I'd not be unhappy [cf. Cluster B, 4].

Would I choose the same at this age? Perhaps I might find other forms of doing this job elsewhere. Adult education appeals to me at this time. If I were advising my child or someone a bit older at the age I started out to prepare for a career, I would suggest education, but with some limitations. I'd look at the young person and think how they would be with the workload and the different people they'd be working with to explain things to and help them see the light. I think its something that some young people I know would be good at. Experience has taught me that I have made the right choice. Things that are important to me I can do through teaching. If I won the lottery, I might not teach this, but would still probably teach doing things I like to do, like gardening [cf. Cluster B, 4].

This interview commences with a return to question 3.

As a technician, I became aware of some aspects of teaching that if I had been hired directly into teaching I would not necessarily have been aware of. For example, I was aware of administrative tasks associated with teaching. There

seemed to be lots of meetings. I was also aware of the unspoken commitment of teachers to student counselling... to tutoring students and to helping them when they were suffering from stress; this was in addition to teaching. As a technician I also experienced that role. And, of course, I was aware of the teaching function, and soon became aware of the research preparation and student preparation required when I started part-time teaching. So yes, I had some prior opportunity to observe and discover the role of teacher in the community college, and the different roles they undertook [cf. Cluster B, 3, b, c].

I also gave some reflection to my own teachers that I had experienced in high school and university. It is significant that I remember at the time thinking of them as better teachers. There was a richness to the discussions in the classroom, and an ability to fire the imagination about what was being taught. I remember one English teacher in particular, who was most innovative and creative. He had us rewrite excerpts from the works of one author in the style of another. I never got tired of this and learned so much. Also, when he was teaching Poe, when the students came into the classroom, the room was dark except for candles flickering on the chalkboard ledges. It created quite an atmosphere while he read some of the poetry. He then turned on the lights and we proceeded to discuss the work. But it certainly set a mood. The teacher used his imagination and expected us to do the same. He drew us in; we had fun. It made for a greater learning experience. This is what I try to do. In my subject areas, it is hard with the amount of content, but I am really interested in discovery learning and try to use it [cf. Cluster B, 3, b, c].

(Did you ever have any experiences which prepared you for a teaching career prior to becoming a teacher?) Yes, I think I so. On a smaller scale. There were the orientations of new staff to the various offices and the various roles. Some had no prior preparation. So I thought how should I do this in the most logical and expedient way to be helpful to the person. I prepared materials such as information binders [cf. Cluster B, 5, a].

I also think the two community organization experiences helped. In the first, I got it up and running. I learned from the process. In the second, I assumed a leadership role and again, this time with a small committee, developed a manual with different segments for the community participants and employees. I also had to make presentations along with others. So I learned something about group work and the committee process and the presentations made me feel more at ease in the classroom [cf. Cluster B, 5, a].

I also belonged to a reading group which had a consultant and about 30-35 women. We'd agree on a list of books to read and meet once a month to discuss them. Each of us took turns organizing a section of reading material. This gave me an opportunity to do group work [cf.Cluster B, 5, a].

Perhaps the community organization experiences especially gave me the confidence that I could organize materials and present them in a way that others could understand, and the leadership roles showed me that I could handle the responsibility. Certainly I felt I had the capacity to do more than the "other" professional role and to do the job. Also I felt fulfilled when doing these things. There was a feeling of satisfaction and accomplishment. The responses of others confirmed and affirmed these feelings. When they were positive, I'd feel I'd been instrumental in their understanding [cf. Cluster B, 5, b].

I paused over the question of what to call myself on official documents at first because up until that time I had held a different title. Although it didn't seem appropriate any longer, I was uncomfortable about writing teacher. Now if you asked me about meeting people, I'd say there was a definite transition. I said I was a ... ("other" professional title), but add I was now a teacher. I'm not sure when, but eventually I started to say I was a teacher. The transition could have occurred in the year I technically became a full-time teacher. I was somewhat amused to find that the follow up question was 'what grade?' The assumption was that I taught elementary or secondary school [cf, Cluster C, 6].

Now, I use the term teacher or teaching master on official forms and with new acquaintances. Although on college forms teaching master has been replaced by professor and I do check that off. However, I don't use the term. Perhaps this is because I have a university education and the term, in those circles, is one of esteem that has to be earned and it denotes a Ph.D. When I say this, I am not aware of any elitism in the use of the title and in view of the ready assumption of people to think a teacher only teaches in elementary and secondary schools, perhaps college teachers need another title. That I can understand [cf. Cluster C, 7].

I don't think I had a specific time nor was there a significant event that first made me think of myself as a teacher. It was, perhaps, more like a series of incidents. And it is still going on. It's a sensation I get when something confirms I am a teacher. I still have that sort of confirmation; things continue to happen in my working life that confirm this [cf. Cluster C, 8].

Perhaps becoming a teacher happened in the third year. That was the time I actually stopped full-time responsibility for a specialized facility which was part of the technician's job. I remember thinking 'that' (being a technician) is finally over and I can concentrate on teaching. It seemed a sign that the administration must find my teaching services more relevant and consider I do them satisfactorily [cf, Cluster C, 8].

In addition, students specifically sought me out for counselling and tutoring. This happened early on, even when I was a technician, but more so when I started teaching. Students would come for help in my subject... and even in other subjects, which in some ways did more to affirm the teaching role [cf. Cluster C, 8].

Now there are other incidents. When a new faculty member is hired who is junior in years of service with the program, they come to me for help and guidance. As you can see, this is an ongoing process. I find now teaching means more; it means looking at different learning styles and accommodating this in my teaching or in recommending supports for that student... whether it be another teacher or service in the college. At first, I didn't have the education to understand this. Now I even know the buzz words. Before, I was struggling to find words to describe what I thought was happening without being conscious of the concepts. To teach means having an understanding of the subject that others don't necessarily have, need, or be able to attain in the short time the students are with us. But as a teacher, I need to understand a subject in more than one way; I have to be able to explain it in different ways for different students. As a teacher you don't ever arrive. The individual students are always different, and the semesters are different [cf. Cluster C, 8].

Being a teacher feels good. I have found the ideal career. It is extremely satisfying, although I have a lot of difficulty with the administrative tasks which I can do; it's just that it is very trying with the particular administration [cf. Cluster C, 8].

I sporadically actively participate in the "other" profession. At one time, I sought work in my previous capacity for a couple of weeks in the summers in order to keep my hand in. However, now I don't do this unless approached and, even then, give it some thought as to the commitment. Lately, by the summer I'm burned out and I need to distance myself from teaching, the institution and the profession. This is different from what I believe I should be doing. I feel there is an obligation to maintain active skills. Not only do I feel I should be actively involved in practising the

skills I teach, I think it is necessary to maintain an awareness of what it is like to be in the business. On the other hand, I also think there is an obligation to pursue my learning as a teacher. In addition, and perhaps this is because I am female, there are other aspects of my life that need attention. Recently I have read More Work for Mother, and Second Shift. I am a wife and mother as well as a teacher. I have two full-time jobs, and all the labour saving devices don't change that. They only increase the expectations of how much more I should be able to do. I find myself constantly apologizing for not doing what I feel I need to do. I try not to feel guilty, but I do feel guilty. I do the best I can, and working in the field isn't always possible [cf, Cluster C, 9, a].

There may also be another reason why I am less eager and don't do as much as in the past. I've learned while teaching, that there are many different ways to do something. However, when learning something for the first time, especially when learning it to a competency or mastery level in a short time, it is pointless to expect students to learn all the alternatives. Even adult learners would have difficulty analyzing and distinguishing from the alternatives the 'best' way to do something. But I have to be careful when using the term 'best way.' I've developed a philosophy for teaching over the years. I can illustrate this best with an example: with certain equipment or materials, the manufacturer's directions tell you exactly what to do and how to do it. By following these directions it is possible to get predictable results and predictable success. This means that I get myself into trouble when I go back into the field. I don't want to use quick fixes and short cuts. I know that by following the manufacturer's directions, I shall get a predictable result. It is a form of quality control, that isn't always followed in the field. Now in some of the areas, performing tasks in such a way as to have quality control is no more time consuming than using an alternative approach. However, in other areas, such as, the procedures take longer. I feel I should go out into the "other" profession to do myself, the students, the profession and public a service, but when I go out it is with the aura of being a teacher in that area, and I find the employer and staff are always apologizing for themselves. I'm treated differently, and because the profession is small and there are so many of our graduates out there, I can't slip anonymously back into the "other" profession [cf. Cluster C, 9, a, c].

I have to maintain certain affiliations. In order to maintain my professional credentials, I must do a minimum amount of continuing education. (Example cited). I also do whatever else interests me of a professional nature and what I can afford. Although, I have to admit it is minimal, I

involve myself with "other" professional colleagues when program opportunities arise such as in field placement, meeting and talking with people, and doing some research. I have minimal involvement with the professional association, other than writing letters of concern to the Board of Directors. I'm really not on especially good terms with them since I don't approve of how they conduct their business... their professional development offerings being a case in point. I am not especially active with the association but am consistently active in maintaining my credentials [cf. Cluster C, 9, b].

I suppose my overall involvement with the 'other' profession has diminished over time, yet I don't see how you can legitimately consider yourself a teacher in this sort of program involving skills without maintaining an active role. Besides, the "other" profession is continually changing. What I do is a lot of individual research and use my contacts within the profession. By doing so on a day to day basis, I can keep current [cf. Cluster C, 9, c].

Interviewer: Could you elaborate on how your role as community college teacher impacts returning to the world of work, if at all?

When I have worked in the "other" profession, I don't go in and announce where I work and what I do, the employer usually introduces me. I try to blend in. However, the only time I was truly able to blend in was when going back to work for my old employer, who didn't say a word to me for quite a while, although he'd not seen me for four years, and then smiling at me as we worked together and saying 'It's as if you have never been away!' The fact that the community college connection is known adds another dimension to the job. There is added strain, but it isn't all bad, and it cuts both ways. Everything is fine when things are proceeding according to plan, and that is noticed. If I don't do something in the usual way for that office, that is noticed as well. Of course, the office personnel also feel they are being judged. It is a small world; a lot of students from here are working out there and it is hard not to run into them.

It may be different for other teachers who can do work in their field as self-employed individuals and work in an independent fashion. This might be possible where you could be a consultant. I can't. I am an employee. I see the need to practise my craft, but it is very difficult in the world I come from... the shortness of time there, being judged. Perhaps it is more important for certain teachers to maintain contact than others. Having a hands on skill makes it necessary, but I am a teacher more than "other" professional. Things that are new in career happen at a manageable rate. By periodically connecting with the world of work and by

maintaining research, it is possible to stay updated and credible as a teacher. As a teacher, I discern the 'correct' way to do things, and remember, for these students we are talking about entry level skills for the employment market... basic skills rather than advanced, and then I concentrate on the teaching skills. As far as I am concerned, I feel I can maintain credibility with the skill level required of the students. I think there is a far greater need to connect with other teachers and work on teaching skills.

I am a member of the "other" professional association. I cannot hold office, because I am a teacher. I don't think this is fair, but haven't argued the case. I attend some meetings when they have topics of professional interest [cf. Cluster C, 9, b].

Yes, my involvement has changed. I suppose I am less involved with the active practise in the profession, and more involved with the association. One other reason is time. I can't have another job. I already have two that are full-time: at the college and at home with the family. And it is not the sort of thing you can dip into one day a week. Another aspect is that I teach for ten months and in that short time bring students who have no knowledge to a level of excellence for entry level into the profession. I cannot and do not teach everything I know. I follow a prescribed curriculum. I do not need to teach all the peculiarities of individual businesses, as I would need to do if I were preparing a person for an individual office. So when I go out into the field, it is really more to see that my expectations in the classroom are not too high or too low and to affirm I can do what I need to teach [cf. Cluster C, 9, a, c].

Continuing education requires you to teach more than the basics or something other than the basics. This would require other preparation on my part and I would want to be more involved in the profession. As it is, I feel more than competent for what I am teaching and I find I can pinpoint changes in a short time that affect the basic level [cf. Cluster C, 9, c].

You may think this sounds a bit naive, but family patience has probably been the most significant factor that has helped me to become a teacher. It takes a lot of time to teach. In the initial years it took much more. Now I can apportion time more equitably, but at first I was overwhelmed. It did not matter that as a technician I had the opportunity of observing teachers and gradually getting an idea of what it was all about. The first two years the workload was overwhelming. I was also completing my degree. I had very little time to spend with my child and I was also into a new relationship. He was extremely patient and tolerant... as was

my child. I think the family has even less idea about what teaching involves for the new teacher. I know many people have had very difficult times and don't know where to turn when the family criticizes them for their attention to teaching instead of the family. The teacher is made to feel quite guilty [cf. Cluster C, 10, a].

Colleagues also helped... not in the sense of saying this is what to do, but in their willingness to answer questions, allow me to observe, and to share materials... all extremely significant in guiding and directing me [cf. Cluster C, 10, a].

Going back to university almost at the same time gave me a chance to be a student and I know I spent time thinking about how I was learning. I would think about the process and talk to students about it; I still do. I also had the opportunity to see styles of teaching adults. All of this provided a more immediate observation, rather than me having to think back to when I was in high school, which was in a different decade. In addition, my experience as a student helped me relate to the stresses the students were experiencing and their responsibilities. No student load could have been heavier than mine at that time [cf. Cluster C, 10, a].

During all this time, and really right up until the mid 80's, I was stretching myself, but when this was over it was a great relief. All of this took place pre-workload agreement and I was undertaking new courses for me all the time. I had to think about ways to cope with the situation. Talking to (...) helped and he'd arrange for me to go away for a couple of weekends and for me to take my books, and afterwards he'd arrange a short holiday for me. Certainly, if I was asked to give advice to someone, I'd recommend that they really talk with their family and to have escape hatches [cf. Cluster C, 10, a, 14].

Another thing that helped... there were always part-time teachers and I had to explain things to them. The explanations made me think about how to make teaching more productive and more efficient. I drew on my experience in the community organizations to write the teacher's manual [cf. Cluster C, 10, a].

One of the full-time teachers believed in a plans of study. I looked to my colleagues for specific teaching devices [cf. Cluster C, 10, a].

There were family, colleagues, being a student myself, (by the way, there were always other teachers taking courses with me at university and I'd talk with them about teaching

which was helpful, too), my community organization experiences, and, I wouldn't want to forget them... there were the students. The students were helpful directly and indirectly; this is still ongoing. An example of indirect help has to do with test questions. I'm always adding new questions to tests, and I use the students' responses as a means of testing their validity. Students often notice that I add up the test scores differently than what the total marks available would indicate. This is because I omit questions that are ambiguous. In short answer or essay style questions, where students consistently give the antithesis of what was intended, I know I haven't taught a segment well, will have to teach it differently and in future be alert to misconceptions. I also use student evaluations of the teacher in the course. This semester I used the PRIDE document, modifying one of the tools, to get feedback about teaching skills such as speaking volume, pace of delivery, use of audio-visual and supportive materials, my availability and support for students. I like to touch base with the students and to do so early so that if changes are required I can make them. The direct feedback is the more spontaneous stuff. I'm always conscious of talking as a teacher versus having the students talk. My approach has been to set out the scope and parameters of what has to be taught and then to ask the students 'What do you need to know?' This seems to work and to get them involved. By the second semester, the students know what to expect and when I ask that question, I get bang, bang, bang... lists to put on the board. Also when students come to me with what works well for them, and when they ask not only about the subjects I teach but about other subjects as well, this gives me feedback. Students are the best teachers you have as a teacher. I really believe this [cf. Cluster C, 10, a].

In year one, I have to say that the family was the most important factor. With any new job things are so new you have to juggle so many balls. Having the freedom to concentrate on my job was the most significant, followed closely by colleagues as a resource. It is hard to observe them teaching and to use them as models except in the certain settings where the other teacher takes the lead role in demonstrations [cf. Cluster C, 10, a].

In year two-three, the students are definitely the most significant factor and important from this point on. Most of the time is spent with the students, talking about them or thinking about them. The other factors, of course, continued to play a role and it is an ongoing process. The reason the students became increasingly important is that I spend most of my time with them. As well there is a gradual shift in the earliest years, less after the second year because I started to figure out what needed to be done regarding the administration of the classroom, the preparation required etc.

As this became categorized, I simply refined it, and as a result it may have become less significant. Then later, I had the luxury,... no... the necessity to evaluate myself, to see what I was doing and how well I was doing it. Different things come to light. For example, in the early 1980's, I took a course on discovery learning that faculty and I still talk about. I don't use it as a strict method, but draw on it. I found I used different teaching methods for continuing education students and I also modified my own undergraduate curriculum to reflect courses related to education [cf. Cluster C, 10, b].

The factors that interfered with becoming a teacher? I have to pause here to think back because I don't want to distort what it was like in the beginning. But I am totally frustrated with administration. As a teacher I feel stifled and frustrated and think administrative actions impede teaching. Essentially the problems boil down to the chair. At the time I began teaching, for the most part, I had a great deal of freedom. Administration has become more of a problem now. The freedom also meant, however, no guidance. At the beginning, I had difficulty with role identification and definition vis a vis teacher and technician. On the one hand it was a positive transition because I gradually became a teacher, but on the other hand it was negative. I had the two functions and administrative conflict about my responsibilities. Other teachers had May and June to work on subject development and preparation, whereas, I was expected to do adjunct administrative tasks. The only other thing that I can think of involves colleagues. They can be a big help, but 'know it all' attitudes of some of the more senior teachers became wearing and off-putting such that I found I didn't pay attention to things where possibly I could learn. Then they are not mentors. I was more vulnerable to this earlier and it was one more thing to cope with. However, it is there in every job [cf. Cluster C, 11, a].

In the second and third years and subsequently, administration has continued to be a significant factor. My adjunct roles as a teacher changed. I left the technician role, although I continued to manage one aspect of the technician responsibilities. I also had an extremely difficult time about the tenth year with the college. Prior to that, I felt stretched, but there was the satisfaction of knowing that I was the bigger for it, having learned from it. Then I had my first significant encounter with the politics of the workforce. I felt all my efforts were being undermined. I had an infant and a full-time job and for the first time since I joined the college and started teaching, felt out of control. Basically I'd been in control before, with great family support. I just did not know how to react and was also unhappy with my own deportment. I was brought up short,

whereas I was used to proceeding. Then a specialized professional development program came up. The dean realized the trouble I was in and was very supportive of this venture. From this point, it is easiest to say and pretty consistent that the chair has been the biggest impediment in the job and it has affected my motivation. I think I am stalled at learning about people, relating to this individual and managing the situation. I use avoidance; that's not progressive and that bothers me. On top of this, there is frustration with the process and with myself [cf. Cluster C, 11 a, b].

This is probably a good time to mention another thing that helped me become a teacher... the secondment. I was fortunate to have one and strongly recommend such an opportunity to any teacher. It came as a result of my involvement with the specialized professional development program I mentioned before, and at an opportune time considering the state I was in with frustration and disappointment with myself and my teaching situation. It got me out of it. I reported to someone with a totally different administrative style. I learned a lot about the college and I learned how to teach something completely different, with different students, who were not as compliant. There was a release of pressure. I think secondments are an excellent form of professional development for teachers... although I appreciate that it can be a financial strain for the 'home' program. It is a more advantageous concrete work-learn experience than taking courses. I returned to my original teaching position with some new observations of myself and the roles I had prior to and during my secondment, and a determination to maintain my composure with contentious colleagues, to try to maintain a private life and to have a different perspective of the teacher and coordinator roles. I think I have done a pretty good job of this so far. Although some of the things I've been involved in, such as research, have been time consuming, I've accepted this and find the research interesting [cf. Cluster C, 10, a, b].

Unfortunately, I find I'm angry again about administrative issues. This is not good for teaching. However, I know that with my capacity to concentrate on the task at hand, I can give my attention to teaching and leave the problems behind.

The faculty is comprised of a small group of people with very strong personalities. As a result the group sometimes becomes a bit unbalanced as the members ally themselves over issues and it can become uncomfortable. All of us manage differently [cf. Cluster C, 11, a, b].

Budget constraints are a further limitation [cf. Cluster

C, 11, b].

This is a hard question to answer [cf. Cluster C, 12, a]. I'd respond both yes and no. When I say no, I mean that my self-perception as teacher has no influence in the sense that when I undertake a job, no matter in what, I discover the objectives for both the job and myself and then go about doing it. I am contemplative and introspective about it. When I teach I use the same process I did in my previous work. I learn, do it, and evaluate.

On the other hand... yes, the self-perception as teacher means that others, including family members see me as a teacher. Perhaps too, when I was working in the "other" profession, I was more subconsciously aware of the reactions of others to me, as a teacher I see how my reactions to students and colleagues are important. I try not to be so quick and to consider my responses. As a teacher I see myself as a facilitator of learning. So, with every part or component of the learning process, I have to consider my facilitation of learning. With content, I consider order... demonstration styles. For students, I try to discover individual needs and facilitate learning with those needs in mind. This is my job... this is teaching. Experience has shown me that modelling is a special and powerful teaching tool. I think I am always conscious of my role as "teacher" when I am with students, and other teachers, and while I model correct career specific skills for students, I also seek to model what I think of as correct teaching skills too. This requires a lot of tolerance and patience and an expectation for student effort and hard work [cf. Cluster C, 12, a].

I have not maintained my identity as the "other" professional. It's not something I want to do as a job. There's a status distinction. For me, if I were a different "other" (example cited), there would not be so much of a difference for my self-identity etc. but as it is, it would be for me. It would be too confining. I wouldn't use as many of my current skills working in the field as I use the "other" professional skills in being a teacher. Returning to work in that capacity is not a reasonable alternative [cf. Cluster C, 12, b].

The best things about becoming a community college teacher? It is a job that has allowed me to be stretched and to grow. It allowed me to earn a reasonable income that I could live on independently. I enjoy working with the students. That is what it is all about, after all. Also when the opportunity arises, I enjoy working with my colleagues. There is autonomy in this job and in the classroom. I like the independence. There is the flexibility of using the time as I wish, aside from teaching and counselling students. This

is a big motivator in my job. The holidays are terrific. In addition, the status of the female community college teacher in the workforce, is, I think, unique. There is the status of the working position itself, but also there is the status for women in this workforce. Males and females have equal status in community colleges. I have personally achieved a status as a teacher, that I could not have done in my profession [cf. Cluster C, 13, a].

The worst things include the workload. I cannot go in, do the job and leave. It is not that type of job, but rather one that you take home with you. I've mentioned the administration. We are at an impasse. I have a frustration with an administration that wastes the time and energies of the faculty and effectively discourages even the routines of teaching, as well as my creativity. In addition, there's the lack of regular classroom evaluation by administration. However, are classroom visits true formative evaluation? I ask myself what is to be gained by it anyway. I learn so much from students if I am alert. But then, how do you manage evaluation without the administration? Who is going to teach evaluation techniques and procedures to the evaluator's? Although you ask yourself what is the use anyway. I see that despite repeated evaluations of the chair, the administrator continues to be allowed to administer to the detriment of the program. The workload would be more manageable if we could work with administration. As it stands, it is difficult to maintain the other part of my personal life and interests I have aside from teaching [cf. Cluster C, 13, b].

I'd not give too much in the way of advice, just a few things, because it is so easy to feel overwhelmed. I'd say to have patience in dealing with students and perseverance in acquiring your teaching skills. Patience with yourself to explore the different ways to teach the same thing, and patience to allow the student to learn through doing. I'd suggest the individual take a good look at his or her current worklife, the energy required and expended, how much the person goes beyond the basics of the job. You have to think about this and about the other activities in life. Teaching requires spending a lot of time and effort at it, yet a balance is required in life. That's more than enough "cautions." They have to go away and think about it. Perhaps they should even try part-time teaching before committing themselves to a career change to full-time teaching [cf. Cluster C, 14].

In response to soliciting thoughts about the process: I thought the process of the interview was quite comfortable. At first I thought perhaps I would have been more concise and to the point if I had the questions ahead of time, but then realized I would have spent so much time trying to put

together a grammatically correct, well composed response that I might have missed some of the things that came out in a spontaneous interview response. I also wondered why you didn't use a tape recorder, but you write extremely quickly and I didn't find your note taking at all intrusive. Some of the questions we had to discuss before I could respond, but I suspect that the ones that require clarification may well be different for different teachers who come to this with different experiences. There weren't any I could not answer. It was interesting. The questions caused me to reflect on what I am doing and what I think and feel about it. It comes at an opportune time and made me think about some important things. Some of the questions and answers I gave were a bit of a surprise. I had no trouble talking with you because I am confident that you will treat the material with respect and do with it what you say you will do.

It has also reminded me of all the wonderful things, for me, about teaching. This reminder comes at the end of a very difficult academic year and, so, has been helpful in putting feelings and thoughts into perspective. Thank you. Hopefully I'll be able to add constructively to our program's problem solving efforts this fall."

Telephone follow up:

Alyssum was contacted again on November 20, 1991 to determine her thoughts and feelings about the reflections upon her career and to determine if there was a residual effect from commencing a reflective process.

"The reflections did not stop at the last interview. Various program initiatives have ensured continuing self-examination. I've been asking myself how much more can I give for less, and always examining the standards I am applying for the "other" profession and in teaching... whether the tasks are relevant or necessary. There is considerable pressure to work within certain constraints and this is stressful.

I've also started to think about larger educational issues such as the quality of education within the province and within the country. The perception is that young people are just not prepared for post-secondary education. I think about governmental and college wide priorities with education and how they apportion their funds. I think about the roles of administration and advisory committees with respect to programs.

So, yes, the reflections started in the summer had a residual effect. I am much more aware of myself as a teacher. I hadn't thought about it before. I am also more aware that teaching skills learned on the job are very much career

specific and not immediately transferable to other educational areas or arenas (for example public or secondary schools). This makes me question 'Am I really a teacher?' I feel I am. I have learned to generalize modes of teaching to different levels of learning, to foster learning at different levels, to motivate students etc., but this leads to no credentials, nothing transferable, and is regarded as skill and career specific. And I'm not sure that apprenticeship as a teacher is any less valid for teaching than some sort of credential. I acquired a modicum of knowledge about teaching in the B.A. by taking educational psychology etc. which helped me prepare for teaching, yet neither the experience nor any courses are recognized except in a very narrow area.

I wonder if you ever thought of asking what the participants do in their free time. Do they do things related or opposite to teaching? I've found I pursue solitary activities that are obviously productive. I am content to be by myself. I've never noticed this in the past. Perhaps it has to do with age, or is tied to some sort of reaction to the job, and to teaching.

I was worried after our interviews about the casualness with which I got in to teaching; was it in some way unprofessional not to have a clear vocational goal with respect to teaching, and to have no strong need to stay in the "other" profession? I've not considered myself an "other" professional for many years... I'm a teacher. But the college doesn't think of me as a teacher except in a very limited way. Professional development both as a teacher and "other" professional are required.

I still enjoy teaching; there are always challenges and new audiences. There are always revisions required to meet them. However, there are also negative feelings... and fatigue.

The interviews were a stimulating experience and the effect positive.

However, there are many imponderables; I don't know what the outcomes will be. It is not as if it is a matter of personal choice. I really wonder whether I'd entertain the idea of obtaining "legitimate" credentials. In a way I need to catch my breath."

APPENDIX E: SUMMARY PROTOCOLS

Participant Angus

Characteristics

Gender: M

Age: 63

Education: Masters degree

Work experience before becoming a full-time community college teacher:

career specific: 19 years

other: part-time teaching: over six years

Number of years as a full-time community college teacher: 20

Cluster A

1. **Tell me your main reasons for changing your career?**

Personal:

1. wife ill, necessity to raise children

3. location: not move, liked city and its amenities for the children

Vocational:

1. Vocational: enjoyed teaching

Rank order them from most important to least? [use numbers above]

2. **What made you decide to teach?**

Personal:

1. talent: "knew I could do it", positive feedback

1. family need: wife ill, concern about children

4. location: college close to home

6. service orientation: give back to others

Vocational:

1. part-time teaching experience enjoyable

Opportunity:

5. advert

Rank order them from most important to least? [use numbers above]

Cluster B

3. a) **How did you anticipate community colleges?**

(based on personal experience as a student and a part-time teacher)

teaching institution

b) **How did you anticipate community college teaching?**

(based on personal experience as student, as a teacher with adult students, on own expectations of children and education and subject content)

Personal considerations:

collegiality

enjoyment

use of own education

Internal work environment

collegiality

teaching strategies/methodologies

motivated committed students

c) **Which of those anticipations turned out to be accurate?**

Internal work environment:

teaching strategies/methodologies

collegiality

Personal considerations:

enjoyment

collegiality

How?

teachers as role models: "mimicked all the teachers I had", recognized variety of teaching strategies/methodologies required

enjoyed teaching

second semester: familiar subjects and better students:

pleasure in teaching more advanced students

helpful and cooperative colleagues in division

d) **Which of these anticipations turned out to be wrong?**

Personal considerations:

collegiality

Internal work environment:

education

students

collegiality

How?

students: lack of commitment, participation, and discipline (scholastic and personal: manners), not interested in breadth of education

collegiality: hard to establish contact beyond division, difficulty in establishing dialogue, attitude of faculty to staff, "faculty ghosts"

education: given subject to teach, not in area of expertise

e) **Were there any surprises upon joining the college/teaching?**

promotion: meetings and process

administration: assignment of faculty to subjects in which they lack expertise

4. **Would you make the same career change choice again... to teach in a community college?**

mixed feelings: yes and no

If so, why? If not, why not?

yes: enjoy community college teaching; in making decision today would not have same expectations; would like to mentor

no: erosion of college and division

decision "probably right for the time"

5. a) **Did you ever have any experiences which prepared you for a teaching career prior to becoming a professor?**

personal experiences: as a student, employee

work experiences: as employee, job responsibilities (staff training), professional autonomy, trust and confidence

part-time teaching: autonomy, familiarity with subject content

b) **How did this experience influence your decision to change career?... and to choose teaching?**

not consciously

Personal:

service: "I remember all the people who added to me. Teaching was a way to pay back debts to all the people who have shared with me";

got positive feedback, liked teaching, had talent for it

Vocational:

developed educational philosophy: build self-confidence, develop trust, give knowledge, allow personal freedom, correct when wrong, be tough but fair

Cluster C

6. **Think back to the first year you were employed with the college. How did you respond to "occupation" questions on official forms such as passport application, or income tax forms?**

"teaching master" (official title); used "college professor" for U.S.A.

When you met a new person for the first time, the other person frequently inquires "what do you do?" How did you respond?

"college teacher" (context)

7. **What do you enter now on forms which ask you to state occupation?**

"professor" ("I feel I can"; "professor" at college is farcical)

Or say to inquiries from new acquaintances?

teach at a university (preferred over teaching at college), college teacher;

teacher (context: subject specific)

8. **When you think back, when did you first really begin to think of yourself as a teacher, as opposed to... ?**

at first class as a part-time teacher

What lead to this?

role played teacher: interchange with students, comfort with subject;

positive feedback: administration, asked to teach more and other subjects, was able to answer students questions, and handle the subject ("It all fit together");

personal attributes: "always had a broad view of self", eclectic interests

How did it feel?

proud: could answer questions, was comfortable with subjects,

perceived pride the children had in father being a teacher

enjoyment

9. a) **Have you maintained involvement with your "other" career?**

yes

In what capacity?

passive: reading

active: providing consultative/professional services for self and others, attend relevant meetings;

writing a relevant text

How frequently?

daily personal activity, consultative/professional services on demand

Is it part of your job at the College?

yes

necessary for currency: "I can't see how administration can assign faculty to an area to teach if they haven't lived the area"

When involved with your fellow professionals, how do you describe who you are/what you do?

teacher, advisor/consultant/professional.... (context related)

If this differs from your college identification, how can you account for this?

context related: credibility

b. **What about professional affiliations?**

through professional associations: Canadian and

international

Extent of involvement?

for professional journals

sometimes as an audience participant (college doesn't pay)

c. **Has your involvement with the "other" profession changed over time?**

has stayed the same

What might account for this?

Internal work environment:

priorities: college focus; never did get involved with committee work with associations; more interested in education than subject content;

External environment:

relative ease of maintaining currency and expertise: embedded in an environment relevant to area

10. a) **What has helped you to become a teacher?**

colleagues

students

resources: journals, associations,newspapers

professional development

program responsibilities

experience

Of these factors, tell me which seemed most significant in year one? Why?

program responsibilities: subject content focussed (not

conversant with subject);

colleagues: resource (provided support in subject), cooperative, discussed curriculum;

teacher role models: night class, other teachers in background

in years two-three? Why?

professional development: "I was like a sponge";

resources: expanded resource base to include professional journals, newspapers and professional associations;

colleagues: dialogue in promotion meetings and over curriculum;

experience: awareness of pitfalls lead to modifications in teaching strategies and evaluation;

students: followed their progress closely with teaching colleagues; program responsibilities: asked to develop advanced subjects and to teach them (motivation to do well, team building, enhanced subject specialization [subject experts])

and in subsequent years? Why?

mentor newer teachers: learn by helping colleagues

b) **What might account for their significance and/or choice changing?**

differences: in students (audience mix: language and culture; ability to access material), semesters and curriculum (ever changing)

self-awareness: increases when helping colleagues

competence: as confidence in subjects developed, it became a question of teaching style and timing/pacing

11. a) **What interfered with becoming a teacher?**

own expectations of students: based on own background

Of these factors, which were most significant in year one? Why?

own expectations of students: preparation prior to college as well as for class, commitment, reliability

in years two-three? Why?

still disappointed in students

and in subsequent years? Why?

same things aggravate: no solutions

administration disappointing: re allocation of resources

b) **What might account for their significance and/or choice changing?**

no solutions, no change, a continuum; perceived diminishing standards for students leaving high school and coming to college;

administrative actions regarding student remediation

financial constraints

union

12. a) **Has your changed self-perception from... to teacher made any difference to you and how you do your job?**

yes

If so, how? If not, why not?

changed focus: analyzed modelled teaching behaviour (teacher methods and style), focussed on education not content (on the objectives, how to teach the material, organize it, and on student motivation; on "razzle dazzle" to impress and prove right to be teacher)

b) **Has the fact that you have maintained your identity as a... made any difference to you and how you do your job?**

yes

If so, how? If not, why not?

subject is all around: makes it interesting for self, provides reality and more personal based focus for teaching and for students helps maintain currency ("can't teach subject and not be aware of what is going on in it"); teaching identity is superimposed on all activities: relevance to education sought

13. a) **What were the best things about becoming a teacher in a community college?**

Personal considerations:

satisfaction and enjoyment working with young people: guiding/directing ("benevolent dictator"); service: helping students

autonomy/creativity to organize own work: managing own time

Internal work environment:

autonomy/creativity to organize own work: managing own time

b) **What were the worst?**

Internal work environment:

job went down hill: "it's what is coming into the system, not the teaching itself"

union: degrading, wrong union

14. **What advice would you give an individual contemplating or planning a career change to become a community college teacher?**

would need to know the person asking the question before advising: know what the person's expectations are, and their knowledge about the student body

trial: try it at night

service orientation required

Name Alex

Characteristics

Gender: M

Age: 62

Education: diploma from a specialized European college

Work experience before becoming a full-time community college teacher:

career specific: 17 years

career related: 2 years

other: part-time teacher: 17 years at a private school

Number of years as a full-time community college teacher:

12 1/2

Cluster A

1. **Tell me your main reasons for changing your career?**

Personal:

1. self-development

Vocational:

2. service: opportunity to contribute to students, industry and college

(N.B. was not actively seeking career change: was asked if interested in doing so)

Rank order them from most important to least? [use numbers above]

2. **What made you decide to teach?**

Vocational:

1. service: share experiences: with students

2. Status of teacher in community

Personal:

3. development: self-actualization , time for self development

4. family: time for

Rank order them from most important to least? [use numbers above]

Cluster B

3. a) **How did you anticipate community colleges?**

training institution for higher technical training

community focus

industry professionals teach in these institutions

respect

b) **How did you anticipate community college teaching?**

Internal work environment:

curriculum: activity-based, sequenced

support: institutional, administrative, collegial

students: motivation

Personal considerations:

collegiality

c) **Which of those anticipations turned out to be accurate?**

Internal work environment:

curriculum

support

Personal considerations:

collegiality

How?

curriculum: activity-based and sequenced

support: helpful support from dean and colleagues

collegiality: friendliness

d) **Which of these anticipations turned out to be wrong?**

Internal work environment:

support

students

How?

support: no office, no orientation, no introduction to the class,left to get on with the course;

students: not always motivated

e) **Were there any surprises upon joining the college/teaching?**

External environment:

politics of program development/implementation

Internal work environment:

politics of education: curriculum defense

curriculum: compulsory subjects for students

students: diversity of education, knowledge, skills, attitude and motivation;

work: workload, amount of concentration and thinking required

4. **Would you make the same career change choice again... to teach in a community college?**

"absolutely", "as far as I am concerned, being a community college teacher is the best job on the face of the earth"

If so, why? If not, why not?

broadens vision

professional development: to teach is to learn, rejuvenation, adds to professional knowledge and contacts in the professional community, maintains currency

5. a) **Did you ever have any experiences which prepared you for a teaching career prior to becoming a professor?**

yes

in family: taught siblings

in army: taught soldiers

career specific: various speaking and demonstration engagements, activities related to company growth

part-time teaching:

b) **How did this experience influence your decision to change career?... and to choose teaching?**

part-time teaching built confidence, developed teaching techniques, developed communication/language skills

satisfaction: enjoyed the opportunities, "liked to see

people develop and grow"

Cluster C

6. **Think back to the first year you were employed with the college. How did you respond to "occupation" questions on official forms such as passport application, or income tax forms?**

"teacher"

When you met a new person for the first time, the other person frequently inquires "what do you do?" How did you respond?

"teacher" (context)

7. **What do you enter now on forms which ask you to state occupation?**

"teacher" (finds term "professor" presumptuous, and it brings certain expectations which cannot be fulfilled)

Or say to inquiries from new acquaintances?

"teacher" (context)

8. **When you think back, when did you first really begin to think of yourself as a teacher, as opposed to... ?**

promotion to sergeant: "you think of yourself as a teacher when you know your stuff and put yourself in a position to teach and show someone else";

also in industry: "felt I was a teacher", manager as teacher

What lead to this?

teaching familiar subjects: weaponry, topics assigned, in industry;

early familiarity with role: taught siblings

in industry had a message to give

took on other related responsibilities: counselled platoon members

job related role: the manager is a teacher vis a vis staff training

How did it feel?

scary: soldiers were peers

insecure: uncertain of competency

good: positive feedback, "It felt wonderful. I felt respected as a teacher and professional"

9. a) **Have you maintained involvement with your "other" career?**

yes

In what capacity?

program initiatives: to sell program, college, and graduates to the industry;

special projects: for the government, and industry on and off campus, responsible in some instances for organization and management of said projects;

resource person: to industry, on special projects, international, provincial and local levels;

professional consultant: formed own company recently

How frequently?

monthly

Is it part of your job at the College?

yes

increase profile: college, program and self as faculty in the industry for students and administration;

enhance credibility: training institution, program, and faculty are current and contributing members of the profession;

secure jobs for graduates;

"I want people to see Alex as the college and the college as Alex. Everything is done under the college umbrella."

When involved with your fellow professionals, how do you describe who you are/what you do?

"teacher" (context) "I represent the college"

If this differs from your college identification, how can you account for this?

not applicable

b. **What about professional affiliations?**

member of professional organizations on a local, provincial and national level

Extent of involvement?

executive: Board of Directors, President, Vice-president, Past-president, Chairman

member

c. **Has your involvement with the "other" profession changed over time?**

diminished somewhat

What might account for this?

need to develop and form "new nucleus": tendency of organizations to rely on Alex to do much of their work, using college time;
plays a more consultative role now

10. a) **What has helped you to become a teacher?**

professional development workshops
resources
colleagues
students: diversity, significant throughout
necessity

Of these factors, tell me which seemed most significant in year one? Why?

resources: had no full-time colleagues in career specific area,
sought articles on teaching, produced materials for self and part-time teachers used in industry program;
necessity: was on own, had to promote program to industry so graduates would get jobs and for continuance as teacher in a viable program

in years two-three? Why?

professional development: teaching tips, stimulated thinking

and interest, dialogue with teaching colleagues, opportunity to learn from speakers and teaching colleagues

and in subsequent years? Why?

colleague: (joined faculty) dialogue on subjects, students, production of ideas;

resources: analysis of presentation skills when viewing unrelated performances (T.V. Ontario), to compare performance and generate ideas

b) **What might account for their significance and/or choice changing?**

necessity: dependent on own and generic college resources in initial years (colleague joined later and served as resource and support in subsequent years);

competency: need for practical strategies in earliest years; refinements possible later on as teaching mastery developed; motivated by philosophy "can always do better"

11. a) **What interfered with becoming a teacher?**

External environment:

industry politics

Internal work environment:

college politics

Personal considerations:

refused first opportunity to take on job (couldn't afford to change)

Of these factors, which were most significant in year one? Why?

politics: industry politics prior to implementation almost aborted the implementation of the program;
college politics re-program delivery: program quality would have been jeopardized

in years two-three? Why?

none

and in subsequent years? Why?

none

b) **What might account for their significance and/or choice changing?**

program accepted and became recognized in industry, graduates hired;
vision became a reality

12. a) **Has your changed self-perception from... to teacher made any difference to you and how you do your job?**

yes

If so, how? If not, why not?

role model: concerned that self be an appropriate role model for the profession and as a teacher;
role attributes: fairness, compatibility, openness, trustworthiness, communication;
philosophy: need for vision, commitment, belief in self, excitement

b) **Has the fact that you have maintained your identity as a... made any difference to you and how you do your job?**

yes and no

If so, how? If not, why not?

yes: identity as "other" professional is required for credibility of self with students, of the institution, and program and faculty with the industry

no: could and would not return to work as (...) in industry: perceives the industry focus to be too limiting, believes industry perception of his role is as a teacher and industry spokesperson

13. a) **What were the best things about becoming a teacher in a community college?**

Internal work environment:

students: diversity

colleagues: fellow teachers, and administration

Personal considerations:

status/respect of being a teacher in the community and within family;

personal growth and development

autonomy

b) **What were the worst?**

Internal work environment:

union: confrontation, erosion of professionalism and public accountability

14. **What advice would you give an individual contemplating or planning a career change to become a community college teacher?**

determine reasons for wanting to teach;

job requires service orientation (commitment of sharing, history of volunteering);

commitment to profession is required for positive communication, motivation and credibility in profession and college;

hire people with proven ability;

suggest they try teaching (continuing education);

specific skills required: communication skills, and people management skills

Name Alyssum

Characteristics

Gender: F

Age: 45

Education: B.A.

Work experience before becoming a full-time community college teacher:

career specific: part-time: (through high school and university);

full-time: 8 years

career related: 3 years

other: part-time community college teaching over 3 years

Number of years as a full-time community college teacher: 11.5

Cluster A

1. **Tell me your main reasons for changing your career?**

Economic:

1. economic necessity

Personal:

2. autonomy/independence

3. life-style: met family need

Rank order them from most important to least? [use numbers above]

2. **What made you decide to teach?**

Economic:

1. economic necessity

Vocational:

1. status

Personal:

3. life-style: met family need

4. talent: capable of doing it

Rank order them from most important to least? [use numbers above]

Cluster B

3. a) **How did you anticipate community colleges?**

institution

potential for upward mobility

b) **How did you anticipate community college teaching?**

Personal considerations:

personal/professional growth: research, opportunity for creativity and problem solving, thinking;

excitement

work load: hard work: observed that faculty struggled but that this lead to improvements

Internal work environment:

practical training;

different roles: administrative tasks (meetings), counselling students;

educational process: developing, structuring and organizing for student learning, discovery learning;

c) **Which of those anticipations turned out to be accurate?**

all: worked as technician: observed the above

as part-time teacher: experienced the above

How?

Personal considerations:

work load: hard, time-consuming, concentration, effort, introspection, try/fine tune/reject and start over; rewarding

personal and professional growth: "stretched", research, creativity, problem solving, thinking

Internal work environment:

educational process: challenging, structuring for student learning different roles: meetings, personal and professional counselling;

practical training: teaching useful skills

d) **Which of these anticipations turned out to be wrong?**

none

How?

as technician: observed the realities of the job;

as a part-time teacher: experienced the realities

e) **Were there any surprises upon joining the college/teaching?**

no surprises: "increased awareness", "gradual realization"; educational recognition of individual student differences;

quality control and professional accountability: the lack of supervision of untrained teachers, and lack of assistance in guiding new teachers vis a vis professional development; college politics: gap between faculty and middle management (chair); process of effecting change is cumbersome; subtlety of office politics

4. **Would you make the same career change choice again... to teach in a community college?**

yes

If so, why? If not, why not?

"I'm perfectly happy, and if I remained a teacher at this college for the rest of my working career, I'd not be unhappy";
pleasure/satisfaction: enjoy the variety in the work; "there's the thrill and deep satisfaction in helping someone so they learn and then know something they didn't know before";
personal and professional growth: "more adept at facilitating the teaching learning experience"; "things that are important to me I can do through teaching"

5. a) **Did you ever have any experiences which prepared you for a teaching career prior to becoming a professor?**

yes
staff training

program development

leadership responsibility

group work

presentations

b) **How did this experience influence your decision to change career?... and to choose teaching?**

developed practical skills: program development, staff training (manuals and techniques), leadership skills, group process, communication skills;

developed self-confidence: "capacity to do more than (...) and to do the job";

personal satisfaction: fulfillment, accomplishment, positive reinforcement by others

Cluster C

6. **Think back to the first year you were employed with the college. How did you respond to "occupation" questions on official forms such as passport application, or income tax forms?**

experienced discomfort in using term "teacher" instead of "other" professional identity, but used it

When you met a new person for the first time, the other person frequently inquires "what do you do?" How did you respond?

used "other" professional identity, added "now a teacher"

7. **What do you enter now on forms which ask you to state occupation?**

"teacher", "teaching master", "professor" (only if it involves

checking a category on a college document)

Or say to inquiries from new acquaintances?

"teacher", "teaching master"

8. **When you think back, when did you first really begin to think of yourself as a teacher, as opposed to... ?**

cumulative realization, still ongoing, brought about by series of incidents that confirm and affirm role

What lead to this?

role clarification: in third year ceased technician responsibility;

could "concentrate on teaching"; interpreted full-time teaching role as administrative approval of status and competency;

interpersonal reactions: students sought academic counselling;

(recent) mentoring new faculty;

professional growth: learning more about education (university courses) and learning styles; accommodating student differences;

larger professional knowledge base;

personal philosophy: "as a teacher you don't ever arrive", always learning

How did it feel?

"good", "extremely satisfying"

9. a) **Have you maintained involvement with your "other" career?**

sporadically

In what capacity?

as employee: "other" profession

research: academic, practical

How frequently?

infrequently, when asked

Is it part of your job at the College?

yes

competency: affirm capacity to do skills that are taught

currency: keep up with changes

professional obligation: to maintain active skills;

to maintain awareness of what it is like to work at the job;

educational obligation: to determine congruency between

personal and employer expectations

credibility

When involved with your fellow professionals, how do you describe who you are/what you do?

when working at the "other" profession, the employer usually

makes the introductions;

college affiliation and teacher status frequently known:

small professional community; many graduates in the field;

"cannot slip anonymously back into the role"

If this differs from your college identification, how can you account for this?

not applicable

b. **What about professional affiliations?**

yes: required for maintaining "other" professional credentials

Extent of involvement?

yearly: varies over the year: depends on topics of professional interest

c. **Has your involvement with the "other" profession changed over time?**

diminished: actual work in "other" profession

same: activity regarding association has been maintained

What might account for this?

diminished:

Personal considerations:

has two full-time jobs (parent and teacher);

need to recognize other aspects of life;

"I find myself constantly apologizing for not doing what I feel I need to do.... I do the best I can";

burned out after academic year;

Internal work environment:

"obligation to pursue my learning as a teacher";

ease with which currency can be maintained (rate of change manageable, utility of alternative resources, level of skills taught in program designed to achieve basic entry

level skills for employment)

External environment:

impracticality of "dipping" into 'other' profession (short period of time, difficulty of part-time);

role conflict: college affiliation and being a teacher when in external workforce "adds another dimension to the job";

added strain;

quality control problems;

"when I go out... it is with the aura of being a teacher in that area... I can't slip anonymously back" into the job

10. a) **What has helped you to become a teacher?**

Personal considerations:

family: patience

as a student: awareness of burdens of being an adult student;

Internal work environment:

colleagues: resource

reflection on action with respect to students and testing tools, teacher evaluation;

reflection in action with respect to spontaneous feedback

being a student again: increased awareness of how people learn;

mentoring newer teachers on faculty

professional development: experiential learning, secondment

External environment:

as a student: observation of teacher styles with adult learners;

availability of other teachers in courses to talk "shop" with;

access to courses with an education focus

Of these factors, tell me which seemed most significant in year one? Why?

Personal considerations:

family: freedom to concentrate on the job;

"escape hatches";

accommodating teacher work in family life

Internal work environment:

colleagues: resource

in years two-three? Why?

reflection in and on practice:

indirect feedback from students through testing the testing tools and in teacher evaluation;

direct feedback through spontaneous interaction;

"students are the best teachers"

and in subsequent years? Why?

students: most of teacher's time is spent with them, talking about them thinking about them;

professional development: secondment: opportunity to escape frustrating, rejuvenation, self-discovery, learned about other facets of the college community

b) **What might account for their significance and/or choice changing?**

time spent re students

less time required for subject development and more time available for refinements

needs change: "different things come to light";

increased need to evaluate and work on teaching skills;

need for professional development in education

11. a) **What interfered with becoming a teacher?**

administrative incompetence

Of these factors, which were most significant in year one? Why?

administration: debate concerning role definition, lack of appropriate supervision, actions impede teaching, stifle initiative;

colleagues: attitudes can interfere with capacity to be effective mentors

in years two-three? Why?

administration: role definition

and in subsequent years? Why?

administration: lack of support, lack of supervision and evaluation by immediate supervisor, chair as the impediment;

colleagues: assertive personalities; alliances unbalance group

politics: "I felt all my efforts were being undermined"

budget limitations

personal frustration: inability to effect change in the workplace

b) **What might account for their significance and/or choice changing?**

Internal work environment:

adjunct roles changed: technician responsibilities removed

Personal considerations:

increased family demands;

incapacity to effect change in the workplace in spite of personal efforts

12. a) **Has your changed self-perception from... to teacher made any difference to you and how you do your job?**

yes and no

If so, how? If not, why not?

yes: others including family perceive her as a teacher; more aware of reactions of others to self as a teacher; very conscious of role modelling as "other" professional and teacher ("other" skills taught appropriately)

no: techniques used in tackling new responsibilities remained the same in the transition to teacher

b) **Has the fact that you have maintained your identity as a... made any difference to you and how you do your job?**

did not maintain identity as "other" professional

If so, how? If not, why not?

does not see herself returning to "other" professional role: status distinction; role too confining; returning to work in this capacity is not a viable alternative

13. a) **What were the best things about becoming a teacher in a community college?**

Personal considerations:

personal and professional growth: "stretched"

satisfaction: enjoy interpersonal activities and relationships with students, enjoy working with colleagues, enjoy the variety in job,

economic independence

autonomy: flexibility in utilization of time

status: as a community college teacher and in job equality (male/female)

holidays

b) **What were the worst?**

Personal considerations:

workload: hard to maintain other aspects of personal life and interests

Internal work environment:

administration: incompetence,lack of support, lack of formative evaluation

14. **What advice would you give an individual contemplating or planning a career change to become a community college teacher?**

perseverance and patience in dealing with students, respect for their variety of learning styles;

patience with self: teaching same thing in different ways;

assessment of what teaching means vis a vis other aspects of life;

possibly try it before committing self